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Historically Black College and Universities Compared to Historically White Institutions: Factors Influencing Graduation Rates

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HISTORICALLY BLACK COLLEGE AND UNIVERSITIES COMPARED TO
HISTORICALLY WHITE INSTITUTIONS: FACTORS INFLUENCING
GRADUATION RATES

by

Carlos Tremayne Young

A Dissertation
Submitted to the Graduate School,
the College of Education and Human Sciences
and the School of Education
at The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

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ABSTRACT

Historically black colleges, whose graduation rates have been low when compared to white institutions, are facing some serious issues (Kelderman, 2012). Nichols (2004) notes that institutions of higher learning play an important role in preparing students for professions, promoting equality for women and minorities, providing educational opportunities for disadvantaged and low income students, solving socioeconomic problems, servicing government and industry, complying with rules and regulations that ensure the rights of all people, trying to keep tuition low, paying competitive salaries to faculty and staff, providing a quality education, and providing social and cultural services to the community (Jones, 1984; Nicholas, 2004). HBCUs have not been excluded from this role regardless of their individual problematic situations.

Data was collected on the 13 HBCUs from the Center for Educational statistics college navigator related site, College Results Online. Comparisons were observed for each institution in relation to non-public historically black college and universities. Several variables were observed across the HBCUs and non-HBCUs including: African-American gender graduation rate, median earnings 10 years after entry, percent earning more than 25,000/year 10 years after entry, median debt of completers, loan repayment rate 5 years after leaving, federal loan 3 year default rate, instructional expenditures, student related expenditures, educational and general expenditures, percent full-time faculty, full-time undergrad student to faculty ratio, socio-economic diversity, percent of students returning after freshman year, percentages in which students thought professors were helpful and approachable, institutional safety, 2016 6 year graduation rate, percent

admitted, open admission, average high school GPA among freshman, and median ACT composite. Of those variables, institutional safety, students who return after their freshman year, and graduation rates seemed to indicate a relationship just through observation of the raw data.

A path analysis was conducted and it was found that institutional safety accounted for 39% of the explanation for graduation rates and the percentage of students who return after their freshman year account for 20% of the explanation for graduation rates. These two variables explain 65% of the graduation rates, with institutional safety explaining the majority of the graduation rates.

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moving into the post-secondary realm. Thank you for adding to me directly and indirectly.

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DEDICATION

I dedicate this dissertation to five individuals who have shaped and molded me into the individual I am today. Without their individual guidance along the way, surely I would not be in this position today.

To my sister Jeanette, thank you for having a hand in raising me to be courageous, humble, respectful, and loving. You have given so much of yourself while never looking for anything in return. From the calls/texts every night to make sure I was doing ok, to watching the girls while I chipped away at this project. Words cannot express how much you have meant and mean to me.

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and it has helped me throughout my child and adult life.

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LIST OF ABBREVIATIONS

<i>HBCU</i>	Historically Black Colleges and Universities
<i>HWI</i>	Historically White Institutions

CHAPTER I

INTRODUCTION

U.S. colleges and universities are experiencing the strain of the economy and while some are managing to survive the economic storm, a percentage of the historically black colleges are faced with several dilemmas. One of those dilemmas involves the leadership of these institutions. While much economic strain is present and the demands of the leadership jobs are increasing, these types of jobs are becoming vacant (Kelderman, 2012). Leadership is inevitably causing these institutions to suffer at a time when they should be becoming redefined and modernized (Kelderman, 2012). The push for redefining and modernizing our colleges and universities may stem from President Obama's goal of increasing our nation's college completion rate by 2020 (Kelderman, 2012).

Moreover, this is challenging for historically black colleges and universities (HBCUs) which have had lower graduation rates than traditionally white universities (Kelderman, 2012). Similarly, the challenge of combating the negative connotations attached to HBCU leaders and the futures of these institutions also poses a task (Presidential Leadership, 2010). However, rather than viewing this task as completely challenging, opportunities for establishing new directions and redefining what leadership means among these colleges requires communicating a more positive message about the role they play in higher education.

Background

Harper, Patton, and Wooden (2009) argue that higher education has been characterized as one of the greatest hopes for intellectual and civic progress in this country. They would also suggest that some believe that higher education is a public good through which individual participation brings about benefits for the larger society (Institute for Higher Education Policy, 1998; Kezar, Chambers & Burkhardt, 2005; Lewis & Hearn, 2003). However, for African Americans, American higher education has been a rollercoaster since the movement towards educational access became apparent. As one examines the historical paths of this minority group, examples of a number of policies and legislative acts express how close or how distant college opportunity gaps between African Americans and their White counterparts have become throughout the history of higher education (Harper, Patton, & Wooden, 2009).

In the past historically black colleges and universities have had their share of challenges including establishment, segregation, sustainability, and resources but their leaders managed to persevere and solidify their significance in the fabric of the nation's higher education system. However, new problems have emerged that challenge the organizational effectiveness of these institutions that have, only decades ago, rallied for their survival in the higher education arena. Some argue that the leadership of these institutions of higher learning has been the underlining factor in questioning the overall organizational effectiveness (Chi, Lan, & Dorjgotov, 2012).

Theoretical Framework

“President Obama’s goal of increasing the nation’s college-completion rate is putting more public pressure on HBCUs, which commonly have had lower graduation rates compared to white institutions” (Kelderman, Leadership & Governance, 2012, p. 1). According to the National Center for Education Statistics (2011), HBCUs have a national graduation rate below 60% and a national graduation rate below 40% for African Americans. In comparison between HBCU and Historically White Institutions (HWI) graduation rates in Mississippi, HBCUs graduation rates are 14% lower (Gasman, 2013).

Combating this obstacle may lie with the way leadership is exemplified by administrators towards faculty, staff, and students at these particular institutions. Therefore, academic leaders need to create atmospheres that are comfortable for faculty, staff, and students to be successful and productive (Amey, 2006). Leadership may be influential to the function of the entire institution. According to Chi, Lan, and Dorjgotov (2012), a leadership style may have drastic effects on the performance of individuals and the organizational performance outcomes (Bass, 1990; Bass & Avolio, 1990a, 1990b; Yukl & Van Fleet, 1991). This research examined the leadership characteristics of HBCU presidents/leaders and their individual perceptions of how critical relationships are in relation to campus climate, faculty well-being, and student mentoring/student outcomes pertaining to the way they lead these institutions. The theoretical frameworks that served as guides for this research were the applications of Bolman and Deal’s (1984) four frame model of leadership (See Appendix A) and the College of Agriculture Mentors questionnaire (2006) (See Appendix B).

Leaders of any organization may also be considered as managers and one of the most important tasks that he/she has is to manage the organization in a way in which organizational performance remains positively high. While the task of managing an organization has many aspects, the leader/manager must find a way to do so without substantial organizational problems, which could affect organizational performance. Therefore, leaders/managers may understand and manage organizations better through the application of Bolman and Deal's (1984) four frame model of leadership, which suggest cognitive frames: the (a) structural frame, (b) human resource frame, (c) political frame, and (d) symbolic frame. In the structural frame, the focus refers to the organizational hierarchy and rules are the most critical aspect of that organization. In the human resource frame, the needs of the employees are the priority of the organization. In the political frame, power and influence affect the way the resources of an organization are allocated amongst groups or individuals within the organization. In the symbolic frame a leader directs the organization based more on traditional values and culture than policies (Bolman & Deal, 1984).

Within institutions of higher learning, management may only be one of the many facets that determine the successful or unsuccessful functionality of that particular organization. Student outcomes, which may involve student mentoring, may be just as critical. Mentoring is also important in student retention and faculty knows that the priority of academic institutions is students and learning (Kezar, Gallant, & Lester, 2011). According to Langenberg & Spicer (2001), the connections between the teachers and the learners are the most important aspect of the institution.

Mentoring can be found among many different kinds of organizations throughout the world, especially in higher education (Lunsford, 2011). HBCUs may be able to increase their organizational effectiveness through leadership practices that make faculty members feel important to the organization, encourages participation, and validates each member's ideas. The connection to student mentoring is that these practices could have a positive direct effect on faculty members, which may cause them to perform their individual duties at a higher level and possibly increase faculty-student interactions through mentorship. The faculty-student interactions are vital for student retention and if these interactions are not occurring then students began to feel isolated, which could result in early departure from college (Shultz, Colton, & Colton, 2001). However, according to Shultz, Colton, & Colton (2001), this incorporation process increases student contentment with the institution, creates a sense of belonging at the institution, and creates a stronger obligation to the institution's learning goals and standards, leading to an increased involvement with learning (Levin & Levin, 1991). Therefore, if students are satisfied with their institution, this may also imply that the climate is suitable for them to be successful. Mentoring students may prove just as critical as leadership practices in the facilitation or hindrance of institutional success among Historically White Institutions (HWI) and HBCUs.

While there has been some literature published and studies conducted regarding student mentoring, there is not a lot of literature that explains how mentoring works (Lunsford, 2011). In determining the relationships between leadership and student mentoring/student outcomes, examining the perceptions of what a mentor and mentoring is proves relevant in conducting this research. Therefore, leaders/managers, faculty, and

staff may understand mentoring better through the application of the College of Agriculture Mentors questionnaire (2006), which analyzed mentoring in four sections: perceptions of mentoring, extent of mentoring practiced, general mentoring questions, and demographics.

Statement of the Problem

While President Obama planned to increase the nation's rate of college completion, historically black colleges, whose graduation rates have been low when compared to white institutions, are facing some serious issues (Kelderman, 2012). Moreover, all institutions are dealing with problematic situations but because colleges and universities are complex, society has placed even more demands on them besides simply graduating students. (Nichols, 2004). Nichols (2004) notes that institutions of higher learning play an important role in preparing students for professions, promoting equality for women and minorities, providing educational opportunities for disadvantaged and low income students, solving socioeconomic problems, servicing government and industry, complying with rules and regulations that ensure the rights of all people, trying to keep tuition low, paying competitive salaries to faculty and staff, providing a quality education, and providing social and cultural services to the community (Jones, 1984; Nicholas, 2004). HBCUs have not been excluded from this role regardless of their individual problematic situations. Although they have great significance in the American society, the leadership and management of these institutions may need to be observed more closely (Nichols, 2004).

Purpose of the Study

This research was initially designed to collect qualitative and quantitative data with intentions of addressing a five-fold purpose: (a) to portray the leadership characteristics of historically black college and university presidents, (b) to examine the challenges that presidents of historically black colleges and universities face, (c) to examine the relationship between leadership and campus climate as it affects faculty/student satisfaction and innovation; (d) to examine the relationship between leadership and faculty as it pertains to well-being and job satisfaction; and (e) to examine the relationship between leadership and student mentoring as it relates to student welfare and student outcomes. Data collection depended on the participation of HBCU presidents: however, despite repeated efforts the researcher was not able to secure participation of the intended participants. Therefore, the researcher instead collected secondary data from the National Center for Education Statistics that allowed him to compare HBCU and non-HBCU institutions to each other based on a number of variables.

Research Questions

Based on the changed purpose of the study, the following research questions were addressed:

1. Is there a relationship between socio economic diversity and institutional safety and the percentage of students who return after their freshman year?
2. Is there a relationship between graduation rates and institutional safety?
3. Is there a relationship between graduation rates and the percentage of students who return after their freshman year?

Significance of the Study

This research is rooted in the literature regarding HBCU leadership.

Delimitations of the Study

This study was delimited to publicly available data garnered from the National Center for Education Statistics. Although it would have been desirable to collect qualitative and quantitative data as was originally intended, this goal turned out to be impractical. Therefore, the researcher turned his attention to other data sources that could be examined for useful information about the topic of this study, specifically factors that influence student diversity, the percentage of students that return after their freshman year, institutional safety, and graduation rates.

Assumptions of the Study

Based on the revised purpose of the study, the researcher had to assume that the published research data was credible and that the sampled institutions were representative of other higher education institutions.

Definition of Terms

The following terms have been defined as they were applied to this research:

Historically Black colleges and universities (HBCUs) are post-secondary educational institutions in the United States founded for the education of African Americans.

Historically White institutions (HWIs) are post-secondary educational institutions in the United States founded for young white American males.

Campus Climate refers to the atmosphere of the institution regarding faculty and student interactions, administrator and faculty interactions, accessible resources for faculty and

students, supportive environment for faculty and students, and work atmosphere for faculty (Cress & Sax, 1998).

Institutional safety refers to crimes on campus, local area crime rates, and student reviews (Explore Schools, Companies, and Neighborhoods, 2018).

Leadership Orientations instrument –Self (LOI-S) refers to the instrument that measures cognitive frames or combinations of frames. This instrument contains 32 items in which different behaviors determine different styles of leadership (Bolman & Deal, 1984).

Multiframe leadership style refers to leaders that use two or more of the four leadership frames (Bolman & Deal, 1984).

Organizational climate “is a reflection of the way people perceive and come to describe the characteristics of their environment” (Allen, 2003, p. 63; Verbeke, Volgering, & Hessels 1998).

Political frame refers to the frame of the leadership orientations instrument in which the leader considers the resources of an organization critically and carefully allocates these resources amongst other groups or individuals within the organization (Bolman & Deal, 1984).

President refers to the highest level of administration of a college or university.

Single-Frame leadership style refers to leaders that only use one of the four leadership frames discussed in the Leadership orientations instrument.

Socio-economic diversity refers to the percentage of students that received an income-based federal Pell grant intended for low-income students (College Scorecard). *Structural frame* refers to the frame of the leadership orientations instrument in which organization

hierarchy and rules are the most critical aspect of that organization (Bolman & Deal, 1984).

Student outcomes refers to student retention, matriculation, and overall contentment with the institution of higher learning (Stromei, 2000).

Symbolic frame refers to the frame of the leadership orientations instrument in which a leader operates the organization based more off traditional values and culture versus policies (Bolman & Deal, 1984).

Summary

The background, the problem, and the significance of this study regarding HBCU presidents and their challenges have been outlined within this chapter. The next chapter examined the literature in more detail as it relates to leadership at the university/college level and the challenges that HBCU presidents face while serving in that role.

CHAPTER II

LITERATURE REVIEW

Leadership is critical to the function of any university or college, both HBCU's and HWI's. Therefore, a more in-depth examination of leadership may prove to be beneficial for a better understanding of the critical purpose it serves in Higher Education. The way a president, provost, or chancellor practices leadership may be critical to the success of the organization. A leader is an individual who inspires, guides or directs his/her subordinates to accomplish a specific goal or a specific set of goals (Siddique, Aslam, Khan, & Fatima, 2011). He or she may have a direct effect on the faculty, staff, and students of that institution, and the goals of the organization as he or she relates to its mission. Leaders may use their individual leadership abilities in different ways within a university or college. Leadership not only motivates individuals, but it can also motivate or inspire entire organizations to achieve a specific goal or a set of specific goals (Hines, 2011).

Leadership may be considered the driving force behind the effectiveness of any organization, whether a university, college, or business, to function at the highest level possible. The effectiveness or ineffectiveness of leadership within an organization strongly influences the effectiveness or ineffectiveness of an organization. (Hines, 2011). Every leader may not practice the same style of leadership. Leaders may display several different ways in which they utilize their individual leadership depending on their subordinates (Siddique, Aslam, Khan, & Fatima, 2011). Different organizations will require different types of leadership to be effective (Siddique, Aslam, Khan, & Fatima,

2011). Effective leaders do not just use one type of leadership, but they change depending on the situation at hand (Siddique, Aslam, Khan, & Fatima, 2011).

The purpose of this literature review is to (a) discuss the early origins of the American college presidential position; (b) examine present-day leadership in higher education (c) examine leadership at HBCUs and challenges they are facing; (d) examine the relationship between leadership and campus climate as it affects faculty job satisfaction, innovation, and student satisfaction; (e) discuss the relationship between leadership and faculty as it pertains to well-being and job satisfaction; (f) examine the relationship between leadership and student mentoring as it affects student welfare and student outcomes; (g) explain Bolman and Deal's (1984) four-frame model of leadership; and (h) explain the COA Mentor questionnaire (2006).

Early Origins of the American college President

Higher education has deep roots in American society, but the idea of college arrived with the first settlers from England around the early 1600s (Schmidt, 1930). The earliest record of colleges founded during the colonial era dates back to 1636, when Harvard College was founded (Schmidt, 1930). There were other colleges chartered sometime after that including; William and Mary, Yale, Princeton, Columbia, Brown, Dartmouth, Rutgers, and Pennsylvania (Thelin, 2004). Actually, after Harvard, William and Mary (founded and chartered in 1693), and Yale (founded and chartered in 1701) were established, it was almost four decades before any other schools were added (Schmidt, 1930). By 1850, America had over 100 college establishments (Schmidt, 1930).

When the American college was established, the office of the college president was also introduced into the American culture. In 1640, Henry Dunster became the first American college president (Schmidt, 1930). The role of the college president today compared to what it was during the 1600s are both similar and different. College presidents worked with governing boards; likewise presidents of the colonial era also had governing boards (Forest & Kinser, 2002). However, governing boards of the colonial era consisted mostly of clergy because the colleges were founded by religious groups, whereas today's college governing boards often consist of business-minded individuals (Forest & Kinser, 2002). When these colonial colleges were established, there were no complex organizations within them as institutions today have, such as the business office or registrar and the president was not an individual who was distant from students; instead he was a personal presence (Schmidt, 1930). However, college presidents of the twenty-first century have so many responsibilities that they have little time to spare to be a real presence.

The duties of the college president during the colonial era when compared to college presidents of today were similar. Schmidt (1930), described the duties of the president of the colonial era as "many and varied" (Schmidt, 1930, p. 45). The college president's position was essential to the colonial colleges because it involved "teaching, preaching, fund-raising, record keeping, and student discipline" (Forest & Kinser, 2002, p. 480). However, decades later, between the Civil War and World War I, this position changed to some extent, because the role of the president became more concerned with guiding the institution, recruiting students, fund-raising, and sustaining organizational effectiveness while managing an institutional budget (Forest & Kinser, 2002). At the

same time, other administrators were added to the university structure to relieve the presidents of some duties. Over time, the college president's position has become more elaborate and more responsibilities have inevitably arose, but the one thing that has remained true, is that the college president's role to the college, university or institution has remained a critical piece to that organization from the colonial era up through present day.

Leadership

In selecting academic leaders, institutional boards need to determine what kind of leadership is needed, in regards to the institution's mission and location (Skinner, 2010). The requirement for university leaders to be successful has changed significantly, because both the organization and the environment of higher education has changed and become more complex (Rich, 2006). The dramatic transformation has caused the leaders in higher education to wear more than one hat regarding leadership. Leaders in this day and age have to have capabilities in many more areas than in the past. New academic leaders may need to have skills and views different from leaders of the past but be capable of handling the current demands emerging in higher education (Skinner, 2010). However, certain qualities in leadership styles such as being a strategic resource manager, providing accountability, having strong entrepreneurship, working systematically, having strong communication skills, and healthy board relations will still be needed by all institutional leaders (Skinner, 2010).

State financial support for higher education is declining and as a consequence tuition and attendance costs are increasing (Strathe & Wison, 2006). Americans are starting to think that colleges are not doing enough to keep tuition low (Immewahr &

Johnson, 2010; Skinner, 2010). Therefore, academic leaders may need to look for resources in a more long-term strategic way (Skinner, 2010). As a result of the increases in tuition and attendance costs, academic leaders have also been pressured to demonstrate greater accountability too (Rich, 2006). Being accountable will mean being able to identify improved performance which may positively affect an institution (Skinner, 2010).

Institutions of higher education may also be pressed to work more systematically. Working systematically may allow these universities to function more efficiently (Rich, 2006). As society demands more qualified workers for specific job markets, universities may be expected to prepare students for such jobs and in the process of meeting these demands, curriculum may have to be revised in order to accommodate the jobs of the future with well trained workers (Skinner, 2010).

Communication may also be considered an important aspect of leadership. In some institutions of higher education, the size of the institution creates problematic issues (Skinner, 2010). Clear communication may be the difference between faculty, staff, and students being successful or unsuccessful. As means of communication are constantly improving, leaders of the future may have to have the capabilities to lead and connect with a more complex workforce (Skinner, 2010).

Another critical component of leadership is the ability to create and sustain healthy board relationships (Skinner, 2010). Leaders who have trouble with integrity and being fair will also have trouble being a positive face or creating a positive atmosphere for that particular organization (Hines, 2011). A president's integrity and the

communication between the board and the president should always remain a top priority (Skinner, 2010).

In some cases, institutions may fail to select leaders that fit in that the leader and the needs of the organization may not fit together (Hines, 2011). In this event, this action may halt the progression of any institution. Even when institutions select the right type of academic leader, this leader may still face many challenges, in regards to being efficient and effective for the good of the institution. Therefore, these academic leaders have to be strategic in stating their objectives, deciding what needs to be achieved, and clarifying how they will accomplish each objective with the people or organization they have been entrusted with (Siddique, Aslam, Khan, & Fatima, 2011).

When discussing leadership in higher education, it is commonly referred to as Academic leadership (Siddique, Aslam, Khan, & Fatima, 2011). Because leadership has a critical influence on organizational performance and does more than motivate employees (Pennington, 2003), academic leaders should inspire faculty and staff members to accomplish objectives which they all agree on (Siddique, Aslam, Khan, & Fatima, 2011). Academic leaders may get the maximum potential from faculty and staff members if they do more than simply give out orders or directions. Helping faculty and staff members understand the reasons behind decisions and motivating them to work towards a shared objective, such as increasing enrollment for the overall university, may prove to be more effective.

There is a substantial amount of pressure on the leaders in higher education to look and fulfill the demands of taxpayers, donors, and government (Siddique, Aslam, Khan, & Fatima, 2011). Other stakeholders of any institution may include the students,

faculty and staff. Academic leaders may need to give attention to the needs of each entity for the benefit of the entire institution. Leaders in higher education may need to find ways of addressing the demands of the students, faculty and staff in order for the institution to function effectively and efficiently. For example, as time progresses veteran faculty members may be moving closer to retirement and the functions of the college will be left to the hands of the younger faculty and staff members (Strathe & Wison, 2006).

However, administration may have to take on even more responsibilities because younger faculty members tend to work more towards solidifying their individual careers:

conducting research, publishing, and attempting to successfully manage professional and personal time (Strathe and Wilson, 2006). A majority of the responsibilities of administrative leaders that were once handled by faculty members on committees have been returned to tasks that the leader must be held responsible for now (Strathe & Wison, 2006). The functionality of an institution may depend on a give-take relationship between the academic leaders and the new generation of faculty and staff members, in regards to the research and new knowledge they contribute to the institution along with the funding they can secure versus serving on multiple committees regarding critical decisions or tasks.

Addressing the needs or demands of the faculty and staff members may be critical, but academic leaders may also need to be mindful of the students that also help make up the institution. Today students are more technologically inclined and need newer avenues of instructional delivery (Strathe & Wison, 2006). These are usually students over the age of 21 who already have full-time jobs and families and their ways of thinking may differ from the faculty members who teach them. Excessive questioning

and even occasionally challenging a faculty member regarding academics is not out of the ordinary. The administrator must not only oversee the programs of the institutions, but also reach positive solutions or compromises regarding conflicts between faculty members and students (Strathe & Wison, 2006). The academic leader may have much more on his/her plate in regards to the tasks and responsibilities that must be carefully attended with this new generation of students, faculty, and staff members.

In managing this new generation of students, faculty, and staff members, leaders should always seek to improve his/herself. Individual growth should not stop with becoming an academic leader (Strathe & Wison, 2006). Once an individual reaches a leadership position, they must not become content with that position and think that improvement is complete. Leadership may not have as much to do with who is in that position but what actions are performed in that position that positively influence or affect the institution. Therefore, individuals in these positions have to continuously work to improve or sustain an institution of higher education. If colleges or universities are to continue to harbor positive atmospheres and be able to have clear direction, leaders have to continue to demonstrate effective and efficient leadership (Trow, 1985). Academic leaders can take effective actions through four dimensions of leadership; symbolic, political, managerial, and academic (Trow, 1985). Through symbolic leadership, academic leaders express the goals and values of the institution, through political leadership they are able to resolve the demands and pressures of stakeholders, through managerial leadership they direct and coordinate supportive entities, and through academic leadership they commend teaching, learning and research (Trow, 1985). Basically, effective leaders believe in the mission of an institution, gain support for

accomplishing the mission of that institution, properly manage the funding, and reward the professors and students for academic excellence, whether it be teaching or performance. While it may seem like an enormous job, it may be necessary for institutions to progress and stay afloat.

For quite some time now, the United States has been a leader in higher education to be modeled (Newfield, 2010). However, the U.S. is experiencing a significant decline in education which cannot be overlooked, in regards to college attainment (Newfield, 2010). The declining results in education may be due to several reasons which include; funding, equity, and efficiency (Bevc & Ursic, 2008). As mentioned earlier, leaders have been faced with the challenge of trying to:

find additional resources needed to improve quality, develop new programs,
increase capacity and guarantee stability . . . Increasing the equity of participation
in HE for different socio-economic groups and other aspects of equity . . .
Improving the efficiency of use of available resources. (Bevc & Ursic, 2008, p.
229)

As these challenges may begin to become more prevalent in higher education institutions around the world, significant actions have to be taken if these institutions are to be sustainable.

Over the past three decades, the president's responsibilities have changed and fundraising has taken precedence over most other responsibilities (Gasman, 2012). While many problems seem to contribute the demise of some of our nation's institutions of higher learning, funding seems to be at the top of the list for most. Raising larger amounts of money has become a real issue in higher education (Gasman, 2012). Due to persistent

declines in state support and low yielding endowments, presidents in higher education have to be more entrepreneurial for their specific institutions (Skinner, 2010)

This entails fundraising, of course, but higher education leaders, regardless of institutional type, will be expected to engage as much as possible in identifying new sources of revenue; such as privately financed and managed facilities to incubator industries or the licensure of sports teams' logos. (Skinner, 2010, p. 12).

Although leaders of the future will need a plethora of skills to successfully lead an institution of higher learning, entrepreneurial skills may prove critical to all styles of leadership at any type of institution.

State appropriations for institutions of higher learning differ significantly between states (Tandberg, 2010). However, state spending has not been significant enough regarding state support for public education and has had adverse effects (Tandberg, 2010). State appropriations may positively or negatively influence these institutions' overall sustainability. For example, if the leaders of these institutions are expected to produce positive results in terms of recruitment, retention, and graduation rates, then they may need some financial backing to produce such results. Consequently, without the financial backing, the power that the American college president once had has been diminished substantially (Trow, 1985). For example, to secure funding, the leaders of these institutions have to abide by the rules and regulations of policymakers and investors. Therefore, one may wonder, who really directs higher education. Moreover, decisions made at the state level about whether to support higher education relative to other expenditure areas or to engage in trade-offs that negatively impact higher education are

not made in a uniform manner across the states, as states prioritize higher education differently. (Tandberg, 2010, p. 418)

Consequently, these negative impacts may have a trickle down affect which starts with the misappropriation of funds and ends with the unsustainable institution of higher learning. Funding may affect an institution on many levels, in regards to functionality. These institutions may be affected by the type of faculty and staff members they can recruit and retain, campus development may be affected by funding, and the accommodations or attractions needed for non-traditional students may also be affected by funding.

The lack of funding in the United States public institutions of higher learning may seem obvious as presidents are given the task to venture out and secure funding through entrepreneur abilities and while U.S. leaders implemented a system that once worked, they have now failed in building an infrastructure that would ultimately maintain the foundation in which the funding system was initially built upon (Newfield, 2010). Moreover, the educational problems of the United States significantly affects this country's role in the world and its overall infrastructure (Newfield, 2010). The institutions of higher learning that may be experiencing problems with state funding may not only pose a problem for that particular institution but these institutions may also pose a more significant problem on a broader level too. Lack of funding means that individuals will not be afforded a chance to learn and therefore these individuals are left unskilled which means that innovation will cease. Decreases in innovation would result in the U.S. having less competitive ability in the global economy (Newfield, 2010). Therefore, inadequate appropriations of funds for public institutions may not only affect an

institution on an individual level, but also may affect the country on a global level.

Institutions that experience a lack of funds may not be able to produce or attract productive students which in turn may affect the job markets, which in turn may affect the day to day operations of the U.S. Consequently, the process of motivating and graduating students is critical because ultimately, on a global level, the higher education system, in each country, is responsible for providing a substantial amount of the population with a quality education (Bevc & Ursic, 2008). However, the evidence that supports the goal of taking more consideration regarding educational attainment versus financial issues seems bleak (Newfield, 2010).

Underfunding higher education may mean that the United States has decided to neglect the innovative foundation of this country which, a majority of the time, happens within institutions of higher Education (Newfield, 2010). As mentioned earlier, presidents/leaders of these institutions may need to do a better job of amplifying the value of their institutions which could possibly influence the funding their institutions receive. These presidents have to prove why their institution should receive more in funding from their particular state. Underfunding public higher education may also be the catalyst for other problems that develop within our institutions of higher learning. As mentioned earlier, underfunding prevents administrators from hiring highly sought after faculty members, campus development, recruiting initiatives, retention initiatives, mentoring programs, and remediation efforts. Underfunding could also damper the research efforts that these institutions are expected to produce, which, as mentioned earlier, could affect our nation's higher education system globally. Any success that occurs in higher education has to come from a collective effort, starting with state-policy makers, which

influence funding for public institutions of higher learning, individuals who are trusted with leadership roles in these organizations, and faculty members who uphold and advocate the mission and vision of these institutions. Each entity; state funding, leadership, campus climate, and faculty attitudes towards mentoring students may all prove to be the essentials of what enables an institution to function, sustain itself, and be productive.

The HBCU presidency and challenges of that role

“Historically black colleges (HBCUs) enroll approximately 300,000 students and employ approximately 60,000 persons” (Brown & Davis, 2001, p. 32). Based on these numbers, these institutions have the potential to make significant gains in ensuring that increasing numbers of African Americans will be knowledgeable to serve as leaders or knowledge workers in society (Brown & Davis, 2001). In general, HBCUs give Black students the confidence and the understanding that they can be successful (Baylor, 2010). However, the challenges emerging in these institutions are substantial (Nichols, 2004), and these challenges may also represent the numerous vacancies found throughout the presidencies of our nation’s HBCUs.

According to Gasman (2012), the presidency vacancies may be a result of the stresses of economy and the way it affects peoples’ contributions to higher education. Due to decreases in economic stability, these colleges have had to raise tuition which has turned a number of capable students away that may have been able to make significant contributions to the overall college (Kelderman, 2013). Leaders of these colleges have had to make these hard decisions in hopes of keeping these colleges alive. Consequently, leadership roles within these institutions come with significant pressures which

discourage qualified candidates from applying or remaining in these positions. Our nation's historically black institutions may also be declining due to the idea that, leaders of these institutions cannot clearly express how valuable these institutions are to a larger majority than in the past (Gasman, 2012). Failure to express the importance of these institutions has also lead to problems with accreditation (Baylor, 2010). In the past, HBCUs have had negative experiences regarding financial problems, decreased scholarship, and misappropriations by leadership (Baylor, 2010).

As each of these factors mentioned earlier would be different for any institution, the survival of HBCUs rest with the leadership of that particular institution (Baylor, 2010). Therefore, leadership is considered relevant regarding higher education (Presidential Leadership, 2010). Many of the challenges leaders of these institutions experience start with the presidential role itself (Trow, 1985). S. Wilson, former executive director of the White House Initiative on Historically Black Colleges and Universities, suggested that leaders of HBCUs should make a better effort to express the positive things about the institutions in which they lead (Gasman, 2012). Moreover, competing with predominantly white institutions has also become difficult for HBCUs because of their lack of resources (Gasman, 2012). As students desire more amenities, which HBCUs may not be able to afford, these institutions need to amplify the value of the institution through spotlighting academic programs or through some avenue that indicates the uniqueness of that particular institution. For example, the way that students relate culturally and the supportive atmosphere are still enticing for many who enroll at these HBCUs (Kelderman, 2013). These colleges could also emphasize ways the curriculum is applicable to life, staff that is dedicated to student success, and the

commitment towards producing successful African American students (Gasman, 2012). While these institutions may be lack in resources, they thrive in providing an environment that is supportive of students and faculty (Minsun & Conrad, 2006). While these tactics may not solve every problematic situation entirely, it may at least help to amplify the institution.

Wilson suggests that institutional leaders who fail to express the value of their institutions become less noticeable, which in turn discourages funding and student enrollment (Gasman, 2012). A decrease in the enrollment of these historically black colleges not only affects the institution financially, but it also affects the institution's reputation, in regards to places for high performing black students (Kelderman, 2013). The percentage of all African-American students who elect to attend black colleges or universities is only 11% (Kelderman, 2013). Wilson blames the leaders of these HBCUs as the main reasons as to why students are reluctant to enroll at these institutions (Gasman, 2012). While all administrative leaders of an institution are critical, the president of the institution has the most critical role because each decision regarding the operation or effectiveness of the institution ultimately rests with him/her in both HBCU's and HWI's (Braxton, 2010). As a result of the declining enrollment, the admission standards have been revamped by some historically black colleges, but another problem emerges as underprepared students are now enrolling in these institutions (Kelderman, 2013). On one hand, allowing students who will obviously need remedial education to enroll in these colleges will increase enrollment numbers and possibly graduation rates (Hubbard & Stage, 2009). However, these underprepared students are more costly to the institutions because they tend to need more advising and tutoring programs in order to be

successful (Kelderman, 2013). Therefore, due to investment needed for students to graduate, it becomes difficult for HBCUs to break even financially.

This may be problematic amongst the majority of our nation's public HBCUs. However, the problem may not rest solely on the shoulders of HBCUs. While some institutions may utilize SAT scores, GPAs, and ACT scores in admissions, which are derived from secondary schools, "some high schools, especially in rural areas, don't deliver as high quality education as others" (Campbell, 2014, p. 1). Since SAT scores, GPAs, and ACT scores may affect students' college options, this may be where the situation becomes problematic. Although, more research is being conducted as to whether SAT scores indicate how well students will perform at postsecondary institutions, ACT scores are becoming widely accepted by institutions of higher learning as the most accurate indicator (Campbell, 2014). Either way, HBCUs have the task of enrolling a majority of at-risk students who deserve an opportunity to earn a college degree (Campbell, 2014). In some cases, enrolling these at risk students may come with the idea of lowering admission requirements. Unfortunately, African-American students with poor academic performance in high school when compared to White-American students, traditionally, have enrolled at historically black colleges (Minsun & Conrad, 2006).

According to College Results Online (2015), accounting for average GPA, estimated median SAT, and estimated median ACT, entering freshmen attending HBCUs in the states of Alabama, Arkansas, Delaware, and Georgia indicated the following ranges: Average GPA ranged from 2.76-3.10 on a 4.0 scale; estimated median SAT ranged from 780-945, and estimated median ACT scores ranged from 16.0-20.0. HWIs from the same states with comparable size had significant higher estimates:

average GPA ranged from 2.71-3.70 on a 4.0 scale; estimated median SAT scores ranged from 940-1205, and estimated median ACT scores ranged from 19.5-26.0. These numbers only represented a portion of the bigger picture that indicates the challenges that HBCUs face with regard to educating students, in some cases, that may be underprepared for college.

However, “by fostering an institutional ethos regarding a belief in the ability of all students to learn, administrators and faculty can help students feel welcomed into the academy and unafraid to explore new learning challenges” (Hubbard & Stage, 2009, p. 273). While these African-American students have still performed as well as the White-American students regarding college graduation, some may assume that these HBCUs are only increasing graduation rates, but producing African-American students who are not academically prepared for their respectable career fields (Minsun & Conrad, 2006).

According to Kassie Freeman, a former vice president for academic and student affairs for the Southern University system, based in Baton Rouge, La, institutions will not be able to offer open access much longer because the funding is not available for such a consistent action (Kelderman, 2013). Therefore, administration may need to carefully consider different policies which affect the institution as a whole. As mentioned earlier, increasing enrollment rates with students who are underprepared for college may only cost these institutions more money in the long run as they make attempts to aid these students in matriculating through the college. By aiding these underprepared students with remedial education, tutoring programs, and extra mentoring services a financial burden begins to exist for institutions that are already struggling financially.

As universities may face a plethora of challenges, strong leadership is the initial foundation needed to minimize the negative effects that comes along with each challenge. As mentioned earlier, the leaders of these colleges face challenges such as limited resources, faculty members who are not dedicated, no support from community stakeholders, or political issues which make institutional operations nearly impossible. Each challenge has to be faced and resolved in the best possible way (Hines, 2011). Consequently, leadership seems to be the root of a majority of the issues surrounding HBCUs (Evans, Evans, & Evans, 2002). Therefore, leadership may be considered the most critical factor regarding the successful functionality of HBCUs.

Relationship between leadership and campus climate

The stability of institutions of higher learning may not only be indicative of leadership, but it may also be due to the climate produced at these universities. The campus climate may have critical effects regarding the way that faculty and staff members perceive their individual duties and responsibilities which may include research, teaching, scholarship, and mentoring students. The climate among institutions of higher learning may also positively or negatively affect the student outcomes such as recruitment, retention, and graduation. Therefore, climate may affect an institution at several levels such as administrator and faculty relationships; faculty job perception and productivity, and student success. Administrators among these institutions of higher learning may have to consider the atmosphere among their campuses if they wish to have a productive organization conducive for the overall success of all members of that organization.

Organizational climate is not a new phenomenon with origins dating as far back as the 1930s (Liu & Zhang, 2010). The first researcher to initiate studies regarding organizational climate was Kurt Lewin in 1939 when he conducted a famous study called “leadership style” (Liu & Zhang, 2010). He “applied three different leadership styles: democracy, autocracy and laissez-faire to create a different group atmosphere, and was the first to propose the concept of organizational climate” (Liu & Zhang, 2010, p. 189). Organizational climate or campus climate, in reference to higher education, may have a direct correlation regarding the kind of leadership that directs the organization.

Administrative leaders have to provide careful considerations towards campus climate because the way an employee views his/her work climate may be demonstrated through their individual performances (Thomas, 2008). The outcomes, in this case, may regard the productivity of faculty members in terms of research, classroom teaching, and faculty perceptions about mentoring students. If faculty members are expected to be effective in their individual duties or responsibilities, then the campus climate may have to be conducive for this effectiveness to take place. After all, the climate of an organization is the expression of how the employees view it (Allen 2003; Verbeke, Volgering, and Hessels 1998). If faculty members should have negative perceptions of their campus climate, then their individual perceptions may possibly affect the overall institution. Organizational climate is critical because it may also determine employee retention rates, job contentment, and performance efficiency (Liu & Zhang, 2010). Organizational climate/campus climate plays a major part in the success or failure of an institution. Sustainability takes a collective effort for any institution and organizational

climate can be a critical component to manage problematic issues of universities, both HBCUs and HWIs.

The climate of an organization is determined by everyone, both males and females, from the student to the maintenance worker to the secretary to the advisor to the faculty member to the president Everyone involved shapes the climate of an institution and the institution shapes everyone involved. (Duggan, 2008, p. 48)

Members whose values and purpose align with that of the particular institution are more likely to aid in creating an atmosphere that is conducive to the success of the overall institution (Armerding, 1992; Thomas, 2008). Administrators may have to carefully consider relationships and communication with faculty members, regarding work environments at these institutions of higher learning as their individual influences positively or negatively contribute to the institution. Just as the severity of the campus climate influences an institution, leadership influences it too. Leaders influence the climate or atmosphere of these institutions in a variety of ways such as; how he/she communicates important information to the other members of the organization and by carefully deciding what information is communicated to these members (Duggan, 2008). Leadership is also referred to as human resource management and the way employees view this management and the way it operates, significantly affects the organizational climate (Liu & Zhang, 2010). Consequently, the perceptions that faculty have regarding their individual jobs may be a result of the way the process of human resource management operates.

Campus climate and leadership are two entities that may be related. While climate may affect every member of an organization, leadership behavior may also affect every member's perception of the climate. The climate of any organization often plays a significant role in determining job satisfaction, employee's well-being, employee's perception of the job and the innovation that happens internally regarding the organization. The climate of an institution may also be dictated by leaders or their individual leadership behavior within an institution or organization of higher learning. Almost 30% of the reason why employees enjoy going to work, being effective while at work, and staying motivated about work is determined by a leader's behavior (Holloway, 2012).

Leadership within higher education not only determines relationships among faculty, staff and students, but it may also determine the overall climate of the workplace and institution. Therefore, it may be assumed that the climate of a workplace is greatly influenced by leadership within that workplace (Evans, Evans, & Evans, 2002).

Leadership either creates an atmosphere where employees enjoy coming to work and being productive while working or leadership may cause the work climate to be a dreadful atmosphere where employees are not motivated or dedicated to the overall organizational goals.

An administrator's or leader's behavior may also be critical to the functionality of an organization or institution. A leader's behavior is a powerful demonstration that can alter an organization's climate by the way he/she expresses the expectations and values of that organization (Grojean, Resick, Dickson, & & Smith, 2004; Holloway, 2012).

Therefore, a leader may have the ability to positively or negatively influence the tone of

an organization through the perceptions that employees have about his/her mannerisms. If a leader depicts trust, confidence, and selflessness, then these mannerisms may indicate to the employees that the leader is significantly concerned with the work environment.

Campus leadership is vital to whatever institutional efforts are made (Institutional Responses to Diversity, 2005). Moreover, when effective leadership is demonstrated throughout the institution by faculty and administration, it creates an institutional agenda that influences all parties involved in the functionality of that particular institution (Institutional Responses to Diversity, 2005). “However, of all the goals for HBCUs to achieve/maintain, the most pressing is to create a friendlier climate for employees and administrators, which without improvement, may cause their demise from within” (Evans, Evans, & Evans, 2002, p. 15). A climate conducive for the success of administrators, faculty, staff, and students is beneficial for the overall organization (Evans, Evans, & Evans, 2002). Therefore, the leadership behavior that administrators display may have a negative or positive effect on the faculty and staff, which may ultimately determine how students are treated and how the students feel about the campus climate. The overall functionality of an institution or organization may lie in the climate created by the administrators or leaders of that particular institution or organization.

A leader’s behavior can foster the innovation and sustainability of an organizational climate that positively influences the overall organization (Holloway, 2012). Unfortunately, if a leader fails to depict such characteristics, they create organizations that do not have organizational climates that positively influence employees, which results in detrimental risks and costly decisions (Canegmi, 2008;

Holloway, 2012). If employees feel empowered and well valued while operating with the organizational climate, then the overall organization may flourish successfully.

Organizational climate may also be critical to the process of innovation among institutions of higher learning. Faculty members may have the task of adding to the literature through the process of research and a positive campus climate may increase the process of creating innovative ideas. A climate that is conducive for production or innovations will significantly affect the performance of an organization (King, Chermont, West, Dawson, & Hebl, 2007). Innovation may also serve as a critical component of institutions of higher learning. Innovations in medical, educational, or technological fields could open up avenues to funding for that particular institution of higher learning, which in turn may attract high quality faculty and students.

The faculty and staff of an institution have a major task in contributing to whether or not an institution is successful or if it fails to sustain itself. Therefore, it becomes significant for administrators to develop well rounded relationships with faculty and staff members of an institution because those same relationships could positively or negatively influence a faculty or staff member's perception of his/her job, creativity, and productivity. The idea of determining the relationship between leadership and organizational climate or campus climate may be spread over several concepts. As discussed earlier, campus or organizational climate may be influenced by the academic leader/manager of an organization in regards to how employees perceive his/her behavior. Innovation may be regarded as a means of being creative for the overall benefit of an organization. Sound leadership may be needed if an atmosphere that will foster

innovation is to exist. Organizational innovations are usually determined by the behavior of the leader of that particular organization (Shin, Park, & Lim, 2013).

Innovation may prove significant to an organizational climate because it may discourage stagnation, which may cause an organization to plateau instead of reaching new heights. Innovation is important to any organizational climate because “although performance might be strong for a period, it rarely last . . . and people may start spending much more time covering their backs rather than sticking their necks out to try something new with the potential for making breakthroughs” (Pater, 2013, p. 37). If an organization is to remain competitive then they may need to constantly push towards future development and change with the times. In institutions of higher learning, professors may need to develop or tap into newly developed avenues of communicating with students and providing access to institutional resources if these institutions wish to continue to be a choice of college for students. For example, the tools used in the past for recruiting students or faculty members may have been successful then, but as the times change, more innovative methods may be required to satisfy the needs of students and faculty alike, such as up-to-date accommodations for students or ground-breaking research opportunities for faculty members. It may be hard for any organization to remain competitive if it is considered outdated. Innovation not only proves to be beneficial for students, faculty, and staff, but it may also be beneficial to the overall survival or sustainability of an organization.

Leadership in higher education needs to carefully consider the benefits of invoking innovation in any organization. Even though the present climate of an organization may be operating successfully, leaders may still need to consider innovation

for future success. Innovative leaders challenge systems that work and try to make improvements even when organizational performance is high (Pater, 2013). Innovation may be considered an attraction for students, faculty, staff, and it may be a fundamental element of building strong relationships between employees and leaders/managers within an organization.

It has already been established that the importance of administration and faculty may prove to be critical necessities for the successful functionality of any institution, but another aspect of human capital may lie in the satisfaction of the students. The way students feel about the climate of an institution may play a significant part in whether they matriculate through the college process. The climate does not necessarily refer to how students feel about the campus esthetics. It has more to do with how they feel about their learning process in regards to how they are being taught, the services that the institution offers, level of social interactions created by the institutions, the way in which diversity is respected, and the relationships developed with faculty members regarding their individual development, not only as a student, but also as an individual.

Many aspects contribute to the idea of whether a student is satisfied with the campus or not, but educational engagement may be considered the top priority. After all, the way students view the climate of an institution will determine how involved they will be in their individual learning (Rankin, 2006). If the professor genuinely shows concern for the particular student and his/her academic success, this may make the climate comfortable for that student. The student may be more willing to become engaged. The experiences that students encounter regarding curricula, teaching, and assessment, ultimately determine the educational environment of an institution (Stes, Maeyer, Gijbels,

& Petegem, 2012). Looking more closely at student satisfaction, when referring to campus climate, simply earning good grades and successfully passing a course may not add significant influence to how a student feels about an institution overall. Taking advantage of a positive campus climate may involve a student becoming a well-rounded individual, who has matured to a level where he/she can now make meaningful contributions to society as an educated and intellectual citizen (Bauerlein, 2009).

The students cannot be blamed entirely for not being aware of the criticalness of social intellect outside the classroom (Bauerlein, 2009). To engage students in the academic climate, faculty members will have to stretch themselves beyond the regular class meetings and office hours if they are to involve students in a climate that will develop their whole person (Bauerlein, 2009). Professors not only need to set expectations regarding intellect inside the classroom, but they should express expectations that push students' thinking process towards having an intellectual life (Bauerlein, 2009). Institutions of higher learning may have many tasks to prioritize and possibly not enough resources to accomplish them all, but considering what type of climate students at any institution experience may alter some of the problematic issues that are relevant to all universities, both HBCUs and HWIs.

Undoubtedly, the idea of an institutional campus climate may be to create an environment conducive to learning, but developing students to be well-rounded individuals may say more about the institution and its influence on students. The college climate may prove to be critical to student development because the foundations for understanding politics, art, and morality are found amongst these institutions of higher learning (Bauerlein, 2009). While campus climate is important to all students, it may be

especially important to first-generation students (Cress & Sax, 1998). Unfortunately, these sort of students may not be familiar with the way an institution of higher learning operates and may become overwhelmed with all sorts of pressures. Family members of these students may not be able to provide much help, because they have not had that college experience either. These

students may come from working-class backgrounds and often are the first in their families to enroll in college Students have ambition, but often as not little confidence in intellectual matters, and big books and big ideas are for many foreign realms. (Bauerlein, 2009, p. 6)

This is the point where an inviting campus climate may have to take up the responsibilities of ensuring that these students have the best chance at being successful.

Second-generation students may approach the college environment differently than first-generation students because they have more knowledge of campus language and processes, and may become much more engaged in the campus environment. A divide may emerge among the students who are aware of how to navigate the environment and those who do not (Cress & Sax, 1998). This divide could possibly dampen the college climate significantly. A climate that fosters easy navigation, opportunities to build mentoring relationships, and outside-the-classroom intellectual experiences may all influence the students who are not aware of how to matriculate and participate in campus activities.

The climate of an institution may also play an important role in the attraction and retention of students. Moreover, the views that students have about campus cultures and campus climate determine whether these institutions of higher learning will be able to

recruit and retain new students each year (Cress & Sax, 1998). This may also prove significant in terms of the diversity of an institution of higher learning. Institutions may need to carefully consider the services and support for the variety of different students that may enroll. Institutions may admit students of different races and gender and the campus environment that these students will encounter needs to be conducive if these students are to succeed in the academic endeavors and their personal development. When students of different ethnicities have negative influences at an institution of higher learning, it has a negative effect on all races because these students are not given the chance to develop cross-race communication skills (Cress & Sax, 1998). Institutions that lack diversity create climates lacking cross-race interactions which do not prepare students for life (Cress & Sax, 1998). As mentioned earlier, while institutions of higher learning may be critical to the academic development of a student, the intellectual development may prove to be just as important. Diversity prepares students for what corporate America will require them to be comfortable with, which is working with or together with individuals from various backgrounds to accomplish specific goals. An institution that fosters this sort of climate not only prepares the student academically, but it gives the student real life experiences and demonstrates that success is still attainable regardless of race, gender, or ethnicity.

Successful institutions, both HWI's and HBCUs, offer programs and support services that consider the diversity of that particular institution and create an organizational climate that is conducive to the success of all students (Institutional Responses to Diversity, 2005). Providing services that support or accommodate the diversity that may exist on any campus may demonstrate that our nation's institutions of

higher learning are committed to breaking down any barriers that may hinder the success of any group of individuals. It is critical that struggling institutions model and sustain the same efforts as those successful institutions that consider diversity an important priority (Institutional Responses to Diversity, 2005).

Creating an atmosphere conducive for the success of all members or that particular organization may be expressed through several entities such as employees' perceptions of their jobs, faculty innovation, and student satisfaction. Relationships between each entity that could possibly make up the climate may have significant influence from the sort of leadership expressed in that organization. Each entity may prove critical to the success or failure of an organization, not just in higher education. Leadership influences an organization in many ways through the climate a leader/manager generates for that organization. The relationship between leadership and employees' perceptions about their jobs may be important because outcomes may be the result of employees' performance. If employees have negative perceptions about their jobs, then chances are that performance levels of employees may not yield desired organizational outcomes.

The relationship between leadership and innovation may also prove critical to organizational climate, because innovation may increase organizational outcomes also. However, for innovation to occur, the atmosphere may have to be conducive for it to take place. Leadership may influence innovation through employee motivation, permitting exploration, and discovery. For example, leadership that expresses the need for creativity and trust employees to find solutions may create the necessary atmosphere for innovation. Furthermore, it may be imperative for leaders/managers to try to create and

sustain environments where every member feels comfortable doing his/her job and has the opportunity to perform at the highest level possible with the minimum amount of stress. Since employees' perceptions of a leader may be critical to perceptions they have of their job, innovation and student satisfaction, which all may be considered entities that make up a successful or unsuccessful organizational climate in higher education, leaders have challenges ahead of them to ensure the positive organizational outcomes of an institution of higher learning.

Relationship between leadership and faculty

The next aspect that may affect whether a climate of an organization is perceived as positive or negative may be understood through examining employee well-being, which may correlate with employee's perception of his/her job while working within an organization. Employee well-being describes how an employee feels physically and mentally about his/her job (Liu, Siu, & Shi, 2010). If an employee's well-being is positive then it may lead to high level performance and productivity, but employees that feel stressed may also incur several health issues such as depression and anxiety (Liu, Siu, & Shi, 2010). The climate of an organization may depend on how employees feel while on the job which may consequently have positive or negative affects regarding the way the clients or students are made to feel. Academic leaders may need to develop a great relationship with faculty or staff members for the sake of the overall organization. As stress may discourage any employee, faculty members' personal health issues may also affect the students they teach from day to day, which, as mentioned earlier, could possibly affect retention rates or graduation rates. It may benefit academic leaders to pay close attention to an employee's well-being and the perceptions they have about their

individual jobs, as they both may prove important factors in how an employee performs. Leadership that encompasses empathy, motivation, and skill creates the foundation for having positive influences on subordinates regarding trust and dedication (Liu, Siu, & Shi, 2010).

Employees' perceptions of leadership behaviors could possibly have physical and psychological affects which could ultimately influence an organizational climate positively or negatively. If leaders are to foster an atmosphere that is conducive for the physical health and psychological health of an employee, then they may need to show a level of concern that demonstrates their relationship on more than just a professional level.

Job satisfaction

Studies have demonstrated that employees, who feel a sense of empowerment on their jobs, are more likely to enjoy their job (Touraneau, Cranley, Laschiner, & Pachis, 2012). Since administration or individuals in leadership roles in higher education may influence the overall climate of an organization or institution, careful considerations regarding employees' job satisfaction may need to occur.

Administrators need to consider how faculty members perceive their individual job satisfaction and this may give administrators a better picture of the overall functionality of an institution of higher learning. Faculty perceptions of their jobs are only one aspect of a work climate; in fact, it is contingent upon the organizational climate itself (Thumin & Thumin, 2011). If faculty members have positive perceptions of their jobs then the idea of being productive workers may not become a major concern. Job perceptions may also be explained in another way, with regards to workloads placed upon

employees of an organization. In some cases, organizational leaders may feel a sense of success or feel as if they are motivating employees by demanding work to be done such as research, teaching, and scholarship (King, Chermont, West, Dawson, & Hebl, 2007; Rankin, 2006). However, demanding work can create negative results, as employees become drained and begin performing at a mediocre level (King, Chermont, West, Dawson, & Hebl, 2007). Even though demanding work may cause organizations to be successful, it may also affect an employee's perception of their individual job.

Because administrators have significant influences on the atmosphere at these universities, and administrator's idea of leadership varies, the climate among these institutions may be different in several aspects. As administrators may have a direct relationship with faculty and staff members, faculty and staff members may have direct relationships with students. Unfortunately, if faculty members have negative perceptions of their job because of lack of communication, workloads, or other factors, then students who are placed under this particular faculty member may not benefit in regards to their educational attainment. This could not only affect a student significantly, but this sort of action could also affect an entire organization. There may be several negative aspects that could emanate from faculty members having negative perceptions about their job such as; poor student performance, poor teacher performance, decrease in student retention, and a decrease in graduation rates. In other words, administrators may have a significant amount of important tasks when tending to the operation of an institution or organization, but one of the most critical tasks of concern may be his/her regard for the management of human resources.

In higher education faculty members that do not have job satisfaction may not only affect the organization as a whole but they may also affect the products of that particular organization, the students. As mentioned earlier, a faculty member who is not satisfied with his/her job may perform poorly, which in turn may hurt the institution of higher learning. Students may also meet with failure because the faculty member has devalued the significance of mentoring, effective teaching, and the task of helping a student to develop himself/herself. Therefore, it becomes important for academic leaders to encourage faculty members, recognize their individual talents/work, and show the appropriate gratitude for the jobs they do day in and day out.

College leaders are educators and the way they communicate with faculty, students, administrative staff, support staff, community organizations, alumni, friends, and other interested parties will determine the overall effectiveness of an organization (Nichols, 2004). Therefore, presidents/leaders of these institutions must understand and respect the idea of shared governance (Gasman, 2012). Even though leaders of any institution are critical to the functionality of the organization, the ideas, suggestions, and opinions of other entities may also have an effect on the progress or regression of an institution. However, in the past, faculty members of HBCUs had no voice in decisions about the curriculum, choosing academic leaders for these institutions, or building campaigns (Faculty and Governance Issues, 2010). Excluding faculty from decisions affecting their jobs may lead to low employee morale, which may also dampen the enthusiasm faculty members feel towards their duties.

Relationship between leadership and student mentoring

Mentoring has its origins dating back to the Stone Age (Dickey 1996; Crisp & Cruz, 2009). Mentoring can be found in Greek methodology in the story of Odyssey (Crisp & Cruz, 2009). The main character in the story of Odyssey is influenced by a friend, which helps him prepare for a battle (Crisp & Cruz, 2009). The first official record of mentoring in higher education was at the University of Michigan in 1911 (Johnson, 1989; Crisp & Cruz, 2009). “It was not until 1988 that an attempt was made to identify the roles and functions involved in a mentoring experience and how these experiences are perceived by students within the education literature” (Crisp & Cruz, 2009, p. 535). Mentoring may be considered another critical influence regarding the success or failure of an institution of higher learning. Positive interactions between faculty/student influence student contentment with college (Guiffrida, 2005). In higher education there are various ways of mentoring and they vary from mentors and mentees within different programs (Girves, Zepeda, & Gwathmey, 2005).

Four major domains, or latent variables, regarding the mentoring concept were identified and validated in student populations from junior colleges and student populations from Hispanic Serving Institution (Crisp 2009; Crisp 2008; Nora and Crisp, 2007). “The four latent construct includes: (1) psychological and emotional support, (2) support for setting goals and choosing a career path, (3) academic subject knowledge support aimed at advancing a student’s knowledge relevant to their chosen field, and (4) specification of a role model” (Crisp & Cruz, 2009, p. 538). Each construct may provide positive motivation for a student to matriculate through an institution of higher learning. In the first construct initial trust is built between the mentor and the student to create a

climate of satisfaction for the student and the professor. The second construct may allow the mentor to provide insight as it regards the direction the student may want to travel in relating to adulthood and job security. In the third construct, now that the mentor understands what direction the student is interested in going as it relates to career path towards adulthood, the mentor may “now better support the student with appropriate knowledge or support inside the classroom and outside the classroom” (Crisp & Cruz, 2009, p. 539). Finally, in the fourth construct, mentees learn from the knowledge they have gained by reviewing past mistakes or accomplishments of his/her mentor (Crisp & Cruz, 2009). This fourth construct may prove invaluable because mentees can review experiences of their individual mentors. The mentee may benefit from understanding the negative and positive actions taken by the mentor in regards to gaining influence and a sense of direction about his/her career path and choices.

The influences of a mentor may stretch far beyond just that of academics, as the mentee is influenced to set ambitions and develop the skills necessary to accomplish those ambitions (Girves, Zepeda, & Gwathmey, 2005). Therefore, this mentoring relationship may be applied to more than just an educational concept. Students who have mentors that have positive influence on them tend to benefit more from the mentorship, regarding personal and career accomplishments, than students without positive mentors (Guti'erez, 2012). Therefore, mentoring college students for academic and personal achievement and growth may be critical.

High schools graduates transitioning from high school into the college environment require support both academic and personal if the student is to successfully matriculate through the years ahead of them. High school students tend to have a difficult

time transitioning between high school and college (Bernier, Larose, & Soucy, 2005). To some students, the higher education atmosphere can be overwhelming, but mentoring can help them to mature and develop into well-rounded young adults who are prepared for adult life (Brittian, Susan, & Stokes, 2009). The role faculty members play in mentoring students may serve as the much needed foundation for the students' individual success. Therefore, faculty members are critical components that influence whether students have a positive or negative experience in adjusting to an institution of higher learning (Bernier, Larose, & Soucy, 2005).

Some students may be first-generation students and may experience situations in which only faculty members can come to his/her aid. These situations may be as minor as finding a particular class on campus or major such as deciding what to major in while enrolled at that particular college. Mentoring is one avenue in which learning is imparted in any given field of study (Davis, 2010). Mentoring creates an atmosphere conducive for intellect and achievement (Davis, 2010). The way a student learns could possibly have a positive correlation with the influence a faculty member has on that student. This aspect of faculty-student mentoring may positively affect the academic portion of a student's college experience through matriculation, engagement in scholarly activities, and intellectual skills of a student (Davis, 2010). While faculty-student mentoring is critical to the students of an institution of higher learning, it also has great value to an institution regarding academic achievement (Davis, 2010). Faculty mentors help students navigate institutions of higher learning by trying to match their individual interests with that of the institution and by influencing the mentee in a way that encourages them to do their best in their academics (Davis, 2010).

Mentors may need to employ a structured approach that demonstrates sensitivity towards the students and provides gradual encouragement to successfully push them along in their individual education (Bernier, Larose, & Soucy, 2005). The idea of students being influenced to link their individual interests with the interest of an institution increases the chances of high recruitment and retention rates among any institution of higher learning. Moreover, there is a correlation between self-efficacy, academic success, and college retention (Brittian, Susan, & Stokes, 2009). Therefore, the academic and personal support a student receives while enrolled in an institution of higher learning may determine a student's persistence in that particular institution. Also, students who believe in their own abilities, possibly resulting from faculty encouragement, and are able to make good grades are more likely to matriculate through the institution (Brittian, Susan, & Stokes, 2009).

Young adults who have positive influence and support from adults tend to overcome life's obstacles successfully as they journey towards becoming adults themselves (Rutter, 1987; Werner and Smith, 1982; Bernier, Larose, & Soucy, 2005). This aspect of student mentoring may positively affect the overall individual on a more personal level. Faculty-student mentoring may influence the development of a well-rounded student both academically and personally. Faculty-student mentoring may be likened to a coaching relationship. For example, some coaches may influence a person to become the best athlete they can possibly be, while other coaches may influence a person to be the best individual they can become. Mentoring students may consist of the same aspects, because the faculty member may not only care about the student academically, but the faculty member may care about the student as a person.

Institutions of higher learning are comprised of two systems: the academic and social. The academic system deals only with the academic aspects of an institution; grades, enrollment, retention. The social system deals with personal aspects of each member of the institution (Tinto 1998; Hu & Ma, 2010). In order for students to successfully persist in any college, it is critical that students engage with both systems (Hu & Ma, 2010). Faculty-student mentoring could possibly affect the present and future experiences of any particular student. The social aspect of any university may serve as a means of developing a student on a more individual level and help with networking which may benefit that particular student later in life. The academic affairs system may be a means to develop the students in regards to quality education through obtaining knowledge that will be of more value once they enter the workforce. As the matriculation, GPA, and overall academic progression may be critical to the student and the institution, the social system may also be critical for the development of a well equipped productive citizen.

While the mentor may be critical to the success of any student enrolled at a university of higher learning, the mentee also plays a critical role in determining how successful or unsuccessful the mentoring relationship will be (Lunsford, 2011). Mentoring may not be a one-way street, as stated earlier, but rather a street that is bidirectional (Padilla, 2005; Lunsford, 2011). The mentor may only be able to contribute so much support for students, but the students may have to bring their personal goals or aspirations and have a dedicated work ethic. As the mentor provides whatever support is needed by the student, the student has to show some initiative in regards to wanting to be successful. The mentee determines how influential the interactions will be contingent

upon the attitude he/she has towards the mentor (Lunsford, 2011). The old cliché may be very applicable to this point of a mentoring relationship that states, “the only way someone can help you is if you try and help yourself too.”

To aid in preventing students from experiencing discouragement, one of the top priorities of most college mentoring programs is to positively impact student persistence. This is especially important among minorities, students who are at risk, and students who are the first of their families to attend college (Crisp and Cruz 2009; Hu & Ma, 2010; Nora & Crisp 2007). Mentoring at-risk students can be challenging (McCluskey, Noller, Lamoureux, & McCluskey, 2004). Faculty members need adequate training (McCluskey, Noller, Lamoureux, & McCluskey, 2004). From a personal stand-point, it takes patience, dedication, and commitment (McCluskey, Noller, Lamoureux, & McCluskey, 2004). Role models are also critical factors regarding African American retention (Brittian, Susan, & Stokes, 2009). African American students need faculty with whom they can identify if they are to have any chance at being successful while enrolled at an institution of higher learning (Brittian, Susan, & Stokes, 2009). Mentoring is critical in influencing the persistence of ethnic minority students, but some scholars express the importance of relatable backgrounds amongst the mentee and mentor (Dahlvig, 2010).

The level of comfort or level of reliability that a student has with his/her mentor may be significant to the influence that the mentoring relationship can have on that particular student. Among HBCUs this level of reliability and comfort may be easily found and utilized in regards to mentoring African American students. The idea of having few same-race role models may not seem as a large problem, but students who can relate or are comfortable with someone who looks like them and with whom they share some

similarities may decrease dropout rates and encourage retention rates. Pairing the right mentor with the right mentee is critical in determining whether the mentoring relationship will be a success or a failure (Bell & Treleaven, 2011). The right mentor may not necessarily be of the same ethnicity, but students and faculty members seem most comfortable when they have the opportunity to work with people who share similarities with them (Bell & Treleaven, 2011). In some cases, similarity may not necessarily be considered in terms of ethnicity, but rather in interests and intellects. More importantly, mentor and mentee relationships that can establish solid trust and support may foster the foundation for other important mentoring aspects to occur (Dahlvig, 2010).

Effective mentoring can be time consuming and in order to best serve students seeking mentoring, faculty-student ratio may also be a major concern when considering strong mentoring relationships. Mentors who significantly influence the lives of students do more than just provide advising in an emotional and social aspect, they also make efforts to connect students with individuals who can further influence their lives or careers (Guti'erez, 2012). However, each mentor can only help a certain amount of mentees because of their other obligations to the institutions (Girves, Zepeda, & Gwathmey, 2005). Because of this, African American students may become discouraged when seeking mentors for academic and personal guidance. Therefore, efforts geared towards trusting mentoring relationships from other ethnicities may have to be considered, in regards to mentoring African American students. For mentors to be effective regarding mentees of different ethnicities, these mentors need to have some level of understanding of the mentee's culture (Dahlvig, 2010). The higher level of comfort a mentee feels with a mentor the stronger the trust will be within a mentoring

relationship. The mentee may feel that the mentor has his/her best interest in mind when accepting advice academically or personally.

Mentoring relationships may not only be a concern for at-risk students, but it may also be a concern for talented students as well. Unfortunately,

many bright young people become bored, discouraged, or alienated and their abilities notwithstanding, drop out...Indeed more than 30% of early school leavers had grade averages of A or B, and only 8% identified problems with academic work as a major reason for quitting Most students indicated that “not belonging” was the main factor for leaving school. (McCluskey, Noller, Lamoureux, & McCluskey, 2004, p. 87)

Failure to consider the importance of mentoring relationships in institutions of higher learning, whether talented or at risk, could lead to the demise of any university, in terms of recruitment, retention, and graduation rates.

Organizational outcomes may be important in many aspects but student outcomes should be a priority (Jackson & Kile, 2004). Students are considered the heart of any institution because they are the means by which institutions thrive or perish. It may be assumed that positive student outcomes produce positive institutional outcomes and negative student outcomes produces negative institutional outcomes. If students are excelling in their fields and matriculating through college, then graduation rates may flourish, and the institution may gain a reputation for graduating significant amounts of students, but if students are dropping out and not graduating, then the institution may lose accreditation and reputation as a college of choice. Therefore, the work of an administrator may very well be associated with student outcomes or student success.

Leaders have a direct effect on student outcomes by way of developing and implementing policy regarding mentoring (Jackson & Kile, 2004).

Student welfare and outcomes

Institutional development may occur in forms of programs or support systems geared toward helping students navigate the college experience. Student welfare is the responsibility of every faculty and staff member of institutions of higher learning, both HWI and HBCU (Dinham, 2007). Student welfare may also be considered an important piece of student mentoring because the faculty or staff members may have to engage the student on a more personal basis such as: whether their dormitory is satisfactory, parking is sufficient, and your roommates are getting along. All of these questions may be regarded as showing concern about a student's welfare, which in turn may improve or sustain retention rates because the student is satisfied. In this situation, it may be assumed that student outcomes, which involves student satisfaction, equal institutional outcomes, which involves the student deciding to continue enrollment at that institution. A task for leaders may be to hire a diverse faculty that may aid in the support of a diverse student body. Mentors are critical components in student outcomes throughout the institution (Jackson & Kile, 2004). Leaders that ensure diversity exists among faculty and staff may increase student satisfaction and foster great mentoring relationships between students and faculty members.

Leadership may also directly or indirectly affect student mentoring through the avenues it provides for faculty and staff development. Leaders who make an effort to ensure that the faculty and staff members they hire have an opportunity to grow and develop, may actually begin with the end in mind, in that they foresee how a well-

developed faculty may increase the chances of producing positive student outcomes or student success, both academically and personally. Leaders can promote positive student outcomes by encouraging staff development (Robinson & Timperley, 2007). While students do account for a large percentage of their own welfare or success, about 50%, of “teachers account for about 30% of student success” (Hattie, 2003; Dinham, 2007, p. 264). Therefore, not only may it be important to hire the right faculty member for student success or student outcomes, but it may be of equal importance to also make sure the faculty member has a great chance at growth and development, due to the degree that he/she influences student success.

Student mentoring may be comprised of several aspects which exist on a spectrum ranging from hiring the right faculty and staff members, to making sure that relevant support systems are in place to deal with issues that a diverse population of students may encounter, to ensuring that faculty and staff members have been given the opportunities needed to grow and develop regarding successful engagements with students inside and outside the classroom environments. Leadership may have the power to initiate, change, or sustain these efforts of student mentoring which are considered critical to an entire institution of higher learning. Therefore, leadership and student mentoring/student outcomes/student welfare may be considered to have a relationship, whether directly or indirect.

The process of mentoring may not alleviate all problematic situations within an institution of higher learning, but researchers have stated that it helps keep students enrolled (Stromei, 2000). One goal of the U.S. involves developing our nation’s human resources in all aspects and mentoring is definitely critical in helping accomplish this

goal (Girves, Zepeda, & Gwathmey, 2005). Mentoring relationships may not only affect our economy at an immediate level, but it may also affect it at a broader level as mentioned earlier. Failure to establish sound mentoring programs or relationships may hurt the retention rates and graduation rates of any institution. On a broader level, students who decide not to matriculate through an institution of higher learning may affect our economy in regards to academic attainment, which in turn may affect the job market and the United States ability to compete with other countries. While mentoring may not be solely responsible for retention or graduation rates, it may be categorized as an important element in the gradual process of improving our institutions of higher learning and improving our economy in terms of degree attainment.

Essentially, the level of satisfaction faculty have in an institution, may play a significant role in their individual attitudes toward mentoring and encouraging student success. Therefore, an atmosphere conducive for faculty satisfaction may result in an atmosphere conducive to student success. It may be necessary for leadership, campus climate, and faculty job perceptions to positively coexist for lagging institutions to catch up with prominent institutions of the twenty-first century

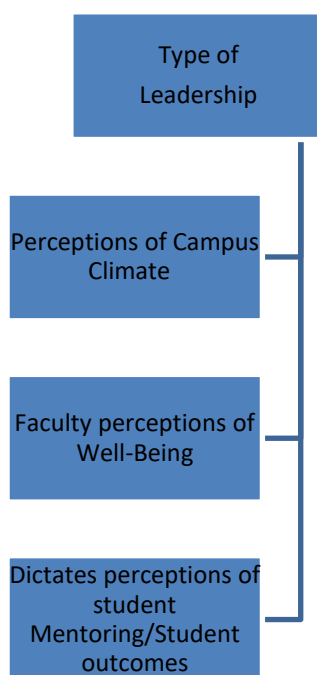


Figure 1.1: The independent variable and dependent variables influenced. The researcher introduces the initial hypothesis after reviewing the literature. The researcher found leadership to have significant influence with regards to campus climate, faculty well-being, and student mentoring.

Therefore, leadership may be influential in the overall climate that students at HBCUs and HWIs experience. It may also affect faculty or staff members' perceptions of their individual jobs. While many factors may play roles in the functionality of an institution, the criticalness of the relationships between leadership, campus climate, and faculty perceptions towards their individual jobs/duties may facilitate or hinder the success of HBCUs, and HWIs alike

Campus climate may be the largest component in which leaders of these institutions can influence positively or negatively affect student outcomes, which essentially trickles down to graduation rates. Institutions who harbor campus climates

that are not conducive for faculty members to work and grown professionally cannot successfully assist in effectively helping students to matriculate throughout school, which ultimately affects graduation rates. Institutions that have high percentages of diversity among students may also face challenges if the proper support systems are not in place. Students lacking support may not return back to school the following year, which will affect the graduation rate. Additionally, campus safety may affect graduation rates also. Students cannot focus on learning and becoming a well-rounded individual if he/she has to worry about their safety (Strange & Banning 2001).

Bolman and Deal's four Frames of Leadership

Bolman and Deal (1984) suggested that organizations are far from simple and can be rather difficult when it comes to managing them. They state that organizations could possibly be managed better if the leaders of these organizations viewed their positions and actions through four perspectives called frames (Bolman & Deal, 1984). A frame “is a coherent perspective that helps us to order the world and decide what actions to take” (Bolman & Deal, 1984, p. 4). Bolman and Deal developed a model classifying leadership through four frames: structural, human resource, political, and symbolic. These four frames were symbolic of the different ways leaders of organizations could approach critical situations within the organization and arrive at the best possible solutions available.

These frames were developed in hopes of helping leaders of any organization become better managers and better decision makers. Bolman and Deal did not suggest any frame had advantages over another but suggested that “successful managers rely intuitively on the different frames, blending them into a coherent, pragmatic, personal

theory of organizations” (Bolman & Deal, 1984, p. 6). Therefore, successful leaders or managers do not rely on using one particular frame, but employ whatever frame is appropriate for the given situation within the organization.

In the structural frame, organization hierarchy and rules are the most critical aspect of that organization. Every organization has goals, limitations, hierarchy, means of communicating information, and various cultures, but the idea of how each organization is structured may be the most critical component (Bolman & Deal, 1984). The structure of an organization either progresses or hinders the effectiveness of it (Bolman & Deal, 1984). Leaders of organizations, specifically colleges or universities, may utilize this frame without being aware of it. Being in the leadership role of an institution of higher learning may encompass several aspects that are critical to the functionality of the entire organization. If the leader views the organization through the structural frame then he/she will become more aware of how the organization should function and may be able to make better decisions or take appropriate actions to move the organization in that direction.

According to Bolman and Deal (1984), in the structural frame, organizations are assumed to exist with a priority of obtaining set goals, harbor a structure that fits with every entity of that organization (employees, departments, culture, etc), still be able to function at a high level regardless of issues surrounding the organization or personal opinions because rationality supersedes every situation, appropriately distribute tasks to individuals who are more than capable of performing them, use authority appropriately to successfully plan and lead the organization, be able to create and input structures that are appropriate for any situation an organization may encounter, and systematically be able

resolve problematic situations caused by inappropriate structure through innovation. As leaders of any organization may face situations, the structural frame may influence his/her perspective with regards as to what is critical to the functionality of the entire organization.

In the human resource frame, the needs of the employees are the priority of the organization. In order for an organization to function effectively, it must find a way to motivate employees to perform at high levels and truly consider their well-being while they perform their duties within the organization (Bolman & Deal, 1984). This frame may be especially important to leaders of colleges or universities because the individuals they hire will have a direct effect on how well the students perform or adapt to the college atmosphere. As mentioned earlier, leaders have to care about their subordinates as people.

According to Bolman and Deal (1984), in the human resource frame, organizations are assumed to exist to fulfill human needs, rely on interdependent relationships with people, function poorly if employees and the organization itself do not mesh well, and function properly if employees and the organization do mesh well. Through utilizing this human resource frame, leaders of these organizations may influence the overall climate of an organization through carefully considering employees' perceptions of their job and how they feel about it. Considering these assumptions of the human resource frame, leaders of colleges or universities may be able to increase the overall effectiveness of an institution based on the interdependent relationship they develop with participants within the organization.

In the political frame, power and influence affects the way the resources of an organization are allocated amongst groups or individuals within the organization (Bolman & Deal, 1984). While leaders of colleges or universities serve a critical role for the institution, they also have to compete for resources in the organization just as other groups or individuals do. While many see organizations as being controlled by executives who hire, set objectives, create and implement structure, and manage employees, this perspective frame explains that each of these actions are derived from bargaining and negotiation among interest groups (Bolman & Deal, 1984). When viewing leadership through this perspective frame, leaders may be able to minimize conflict. This frame is by no means a solution to avoiding conflict entirely, but it can allow participants to handle it better. In institutions of higher learning departments will compete for resources, groups will compete against each other, and of course, there are not enough resources to satisfy everyone. Viewing an organization through this political frame may bring an understanding that conflict is inevitable and the organization can still function because it has an appropriate structure.

According to Bolman and Deal (1984), in the political frame, organizations are assumed to be able to derive compromises regarding preferences of individuals or groups where there is a possibility that each entity can benefit and develop solutions that are better than the preferences of the groups or individuals where each entity can have better outcomes. Leaders of institutions of higher learning may encounter such situations with regards to satisfying departments, colleges, stakeholders, etc. Although not every participant will get exactly what they want, because of scarce resources, a leader's ability

to find common ground between competing entities may benefit the overall effectiveness of an organization.

In the symbolic frame, a leader manages the organization based more on traditional values and culture versus policies (Bolman & Deal, 1984). Leadership amongst institutions of higher learning obviously face problems while in that particular role. Some of the problems may be solved rather quickly with the best possible solutions available while others may take a little longer to fix. Basically, challenges/problems will always exist within an organization because they are inevitable. However, for those problems or challenges that cannot be fixed, Bolman and Deal (1984) suggest that leaders consider this perspective frame. Within institutions of higher learning, there will be problems or challenges that are complex and without rationality, but leaders can utilize this perspective frame to move the organization through the challenging situation. The mission statement, the institutional goals, professor's teaching philosophy may all be symbolic in enabling institutions to move through challenging times where no logical solutions can be found. Utilizing this frame does not indicate that the problems or challenges go unexamined by the leaders of these institutions, but after no logic comes from examining the cause of the problem, the leader may be able to continue to inspire and motivate the organization based on the core values of the organization itself. These core values may cause the faculty/employees to still believe in the purpose and mission of the organization during troubling times.

According to Bolman and Deal (1984), in the symbolic frame, organizations are assumed to care more about the significance of why in any situation, pay more attention to the perception of a situation versus the situation itself, have a substantial amount of

uncertainty, be inconsiderate regarding logic and rational thinking, and employ symbols when confusion and challenges which cannot be solve logically emerge. Organizations' survival may depend on how effectively and efficiently they can perform. At times they will seem to work as a well-oiled machine and at times they will seem to become the most chaotic places. Functionality must continue through the best and worst of times. In higher education, when recruitment and retention percentages are up or when the president and his affiliates must come together to see why students are dropping out or transferring to other colleges, the institution must still be able to function because their survival depends on it. Rational thinking will not always yield a solution and at times uncertainty will dominate the process of functionality. However, if there are core values or symbolic meanings in place, an institution or organization can continue to push forward and continue to function.

As mentioned earlier, degree attainment in the United States is becoming critical on the institutional level, state level, and even global level (Brittian, Susan, & Stokes, 2009). In order to compete locally and globally, institutional leaders may need to consider ways to recruit, retain, and successfully graduate students from their institutions of higher learning. While leadership and managment capabilities are important to the functionality of institutions of higher learning, mentoring may also be a basic component to aid in this critical effort for any institution. Even though many Americans are aware of the importance of higher education, universities are still facing challenges with the retention and graduation rates of African American students, especially males (Brittian, Susan, & Stokes, 2009). College persistence may be linked to students' integration into the academic and social systems of the college (Hu & Ma, 2010). By taking a closer look

into the perceptions that leaders, faculty, and staff members have regarding mentoring, leaders of these institutions of higher learning may gain the insight needed to better equip the mentoring processes at their individual institutions which may influence the efforts towards recruitment and retention.

The COA Mentor (2006) questionnaire/instrument will be used to examine mentoring perceptions. The COA (2006) was developed and tested at Iowa State University in the College of Agriculture. The COA (2006) consists four sections: Perceptions of mentoring, Extent of mentoring practiced; General Mentoring Questions, and Demographics, that seek to determine the consistency or inconsistency of perceptions and actions regarding mentoring among leaders, faculty, and staff members. According to Wolfe (2006), the validity of this instrument was determined by the three stages of Dillman's (2000) pre-testing approach, which was conducted at Iowa State University. Wolfe further indicates that "a post-hoc reliability coefficient for the instrument was determined by Cronbach's alpha reliability test. Ary (2002) suggested reliability coefficient of .60 or about "if results are to be used for making decisions about a group or for educational research purposes" (p. 262). According to Wolfe (2006), the Cronbach's reliability coefficients were .74 regarding the Perceptions of mentoring section of the instrument and .89 for the Extent of Mentoring practiced section. Therefore, the instrument proved to be valid and reliable. This instrument was consistent with what this research sought to discover and therefore was adapted after gaining permission to be utilized in this study.

Summary

The literature first discussed the early origins of the American college president. Then it examined the present-day leadership among HBCUs. The literature reviewed the relationship between leadership and campus climate as it affects faculty perceptions of their individual jobs, faculty innovation, and, student satisfaction. An examination regarding the relationship between leadership and faculty as it pertains to well-being and job satisfaction was also conducted. Next, the relationship between leadership and student mentoring as it affects student welfare and student outcomes were reviewed in this chapter. An in depth explanation of the Bolman and Deal's (1984) four-frame model of leadership was discussed. In chapter 3 the research methodology used for this study will be discussed.

CHAPTER III

METHODOLOGY

Initially, the researcher intended to conduct research that would portray the leadership characteristics of historically black college and university presidents. Efforts to collect data regarding this purpose was conducted with patience and persistence, but was not met with a significant amount of responses needed to move the research efforts forward. The researcher was aware of the delimitations of this study, but did not expect or assume that participation would be nonexistent. Thirteen public HBCU presidents were mailed letters twice, via U.S. postal services, and emailed twice with hopes of securing their participation. Of the 13 public HBCU presidents, 3 responded that they were not interested in participating in the study. The other 10 public HBCU presidents did not respond by mail or email. Zero participation regarding the public HBCU presidents meant that no qualitative or quantitative data could be collected and one of the initial purposes of this study would not be addressed. Initially, this research study was expected to include interviews with HBCU presidents, and online surveys administered to both faculty and presidents of these institutions.

In light of the lack of response, the researcher began to collect secondary data from credible websites instead that allowed him to compare institutions to each other and be specific as size, public/private, and state of the selected institutions. Therefore, the research began collecting secondary data on the 13 HBCUs discussed in chapter one from the National Center for Educational statistics college navigator related site, College Results Online. Comparative data was accessed each institution in relation to non-public historically black college and universities. The researcher looked at several variables for

each college on a state-by-state basis including: African-American gender graduation rate, median earnings 10 years after entry, percent earning more than 25,000/year 10 years after entry, median debt of completers, loan repayment rate 5 years after leaving, federal loan 3 year default rate, instructional expenditures, student related expenditures, educational and general expenditures, percent full-time faculty, full-time undergrad student to faculty ratio, socio-economic diversity, percent of students returning after freshman year, percentages in which students thought professors were helpful and approachable, institutional safety, 2016 six-year graduation rate, percent admitted, open admission, average high school GPA among freshman, and median ACT composite.

This newly collected data complemented the literature reviewed in chapter two regarding the campus climate, faculty well-being, and student mentoring. The literature in chapter two depicts leadership influencing campus climate as being the most likely to aid in developing perceptions that faculty and students may have of that particular institution.

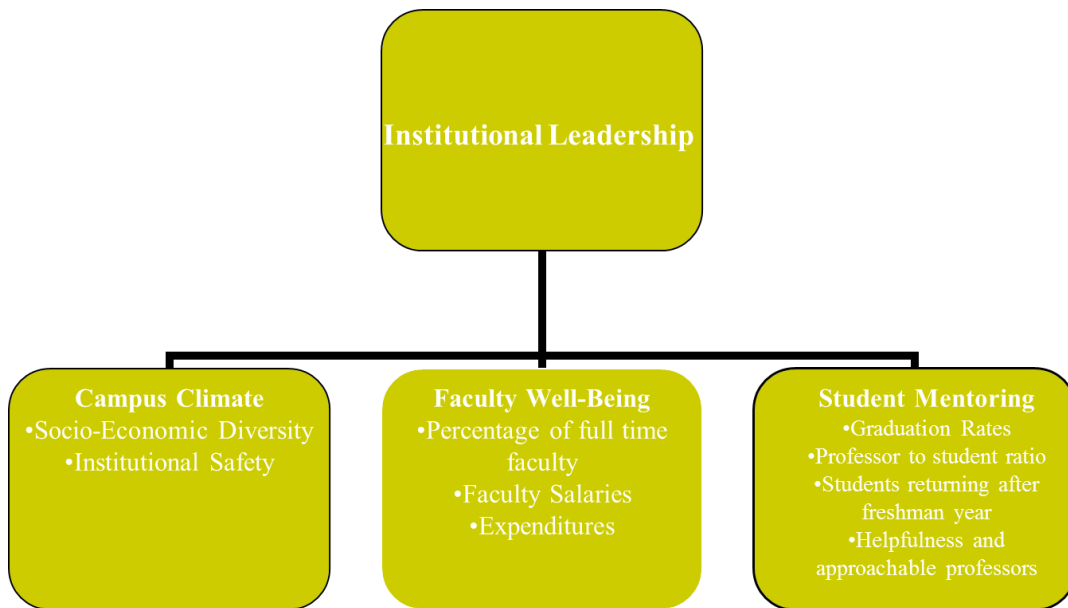


Figure 1.2. Primary and secondary variables. The variables in bold white text indicate the variables the researcher initially wanted to observe. The variables that fall under those initial variables indicate variables in which data was actually gathered.

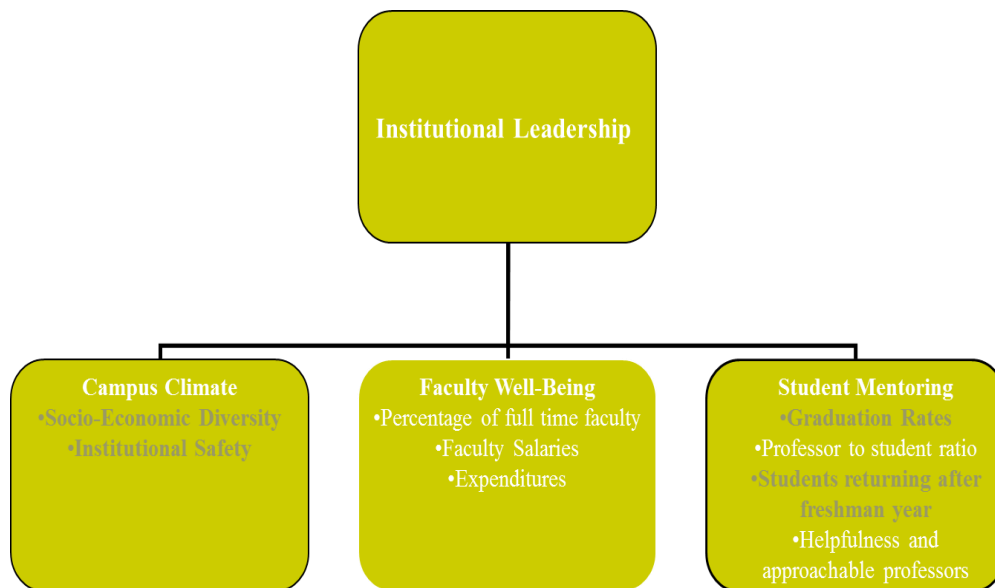


Figure 1.3. Primary and secondary variable connections. The variables in bold white text indicate the initial variables the research wanted to observe. The variables in normal text that fall under the variables in bold white text indicate the variable association/relationship.

The researcher looked at each variable closely and made an analytical decision based on theory. The researcher could infer from the data that socio-economic diversity, the percentage of students that return after his/her freshman year and institutional safety seemed to have a relationship with graduation rates. Figures 1.4 - 1.8 present data for Alabama, Georgia, Mississippi, and Delaware.

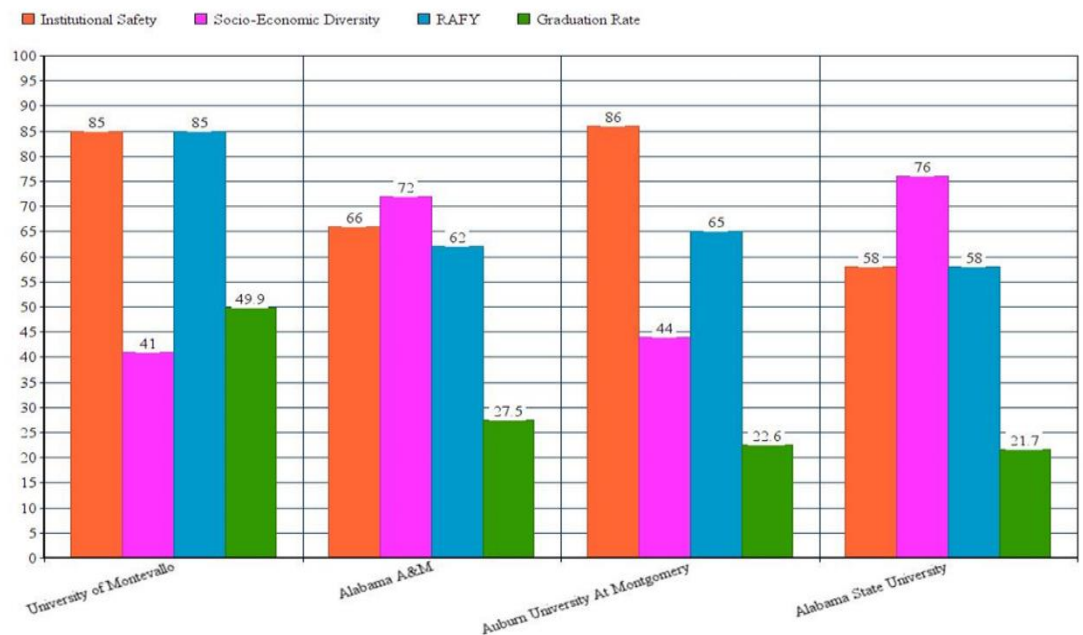


Figure 1.4. A closer look at Alabama. Percentages of institutional safety, socio-economic diversity, students that return after freshman year, and graduation rates across HBCU's and HWI's within the same state and relative in size.

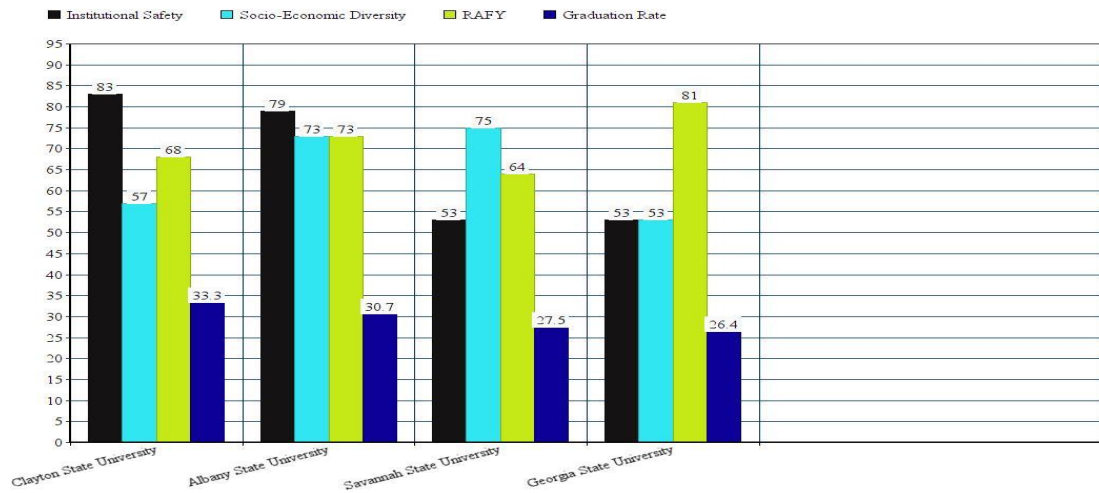


Figure 1.5. A closer look at Georgia. Percentages of institutional safety, socio-economic diversity, students that return after freshman year, and graduation rates across HBCU's and HWI's within the same state and relative in size.

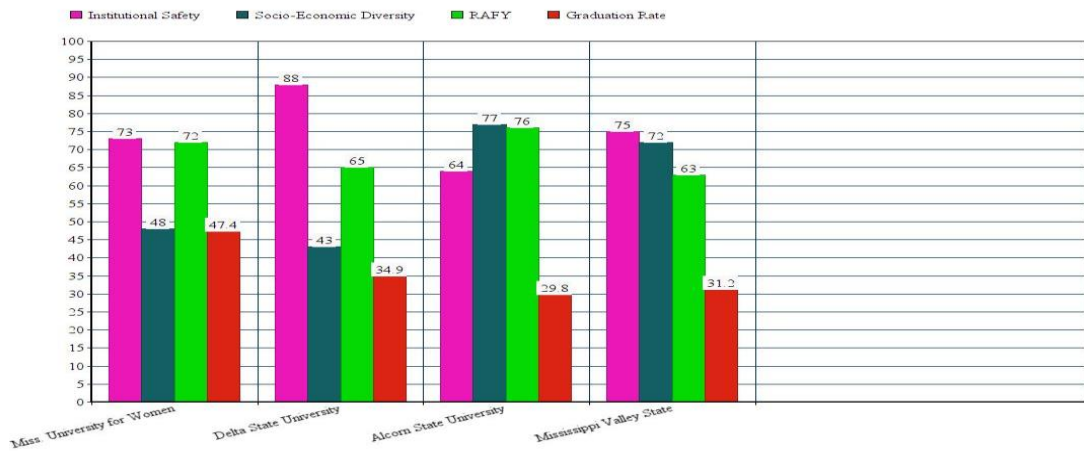


Figure 1.6. A closer look at Mississippi. Percentages of institutional safety, socio-economic diversity, students that return after freshman year, and graduation rates across HBCU's and HWI's within the same state and relative in size.

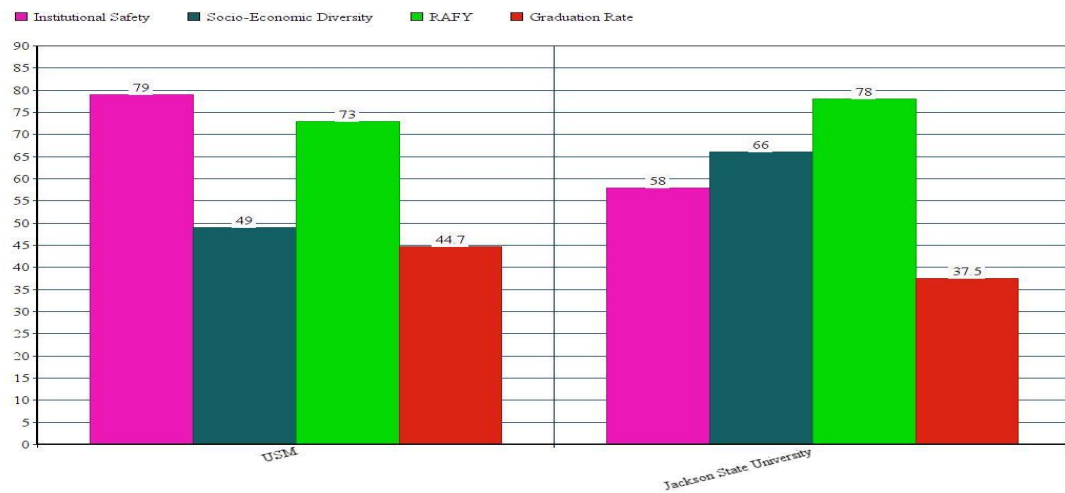


Figure 1.7. A closer look at Mississippi (cont.). Percentages of institutional safety, socio-economic diversity, students that return after freshman year, and graduation rates across HBCU's and HWI's within the same state and relative in size.

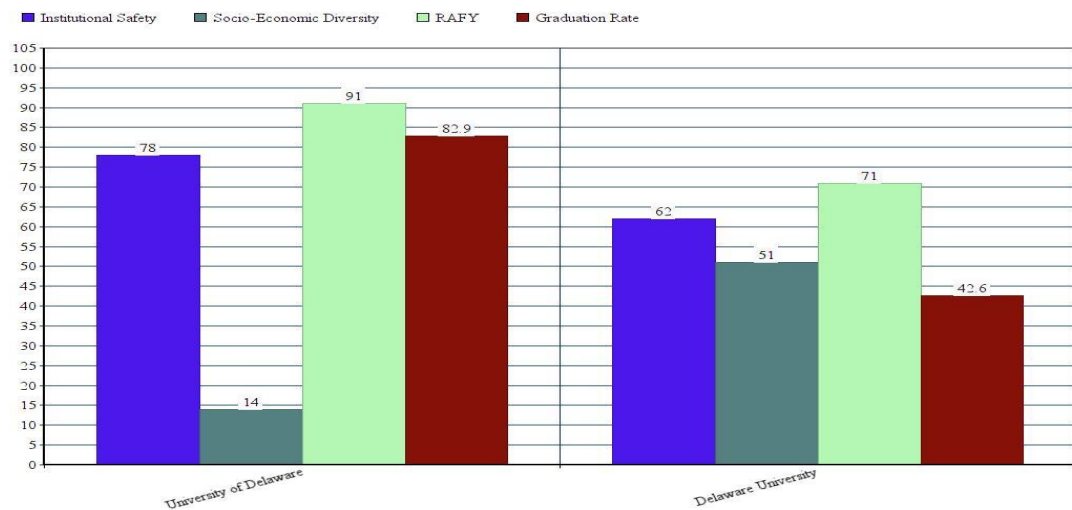


Figure 1.8. A closer look at Delaware. Percentages of institutional safety, socio-economic diversity, students that return after freshman year, and graduation rates across HBCU's and HWI's within the same state and relative in size.

Initially, the researcher expected to perform a mixed-methods data analysis, which would have consisted of qualitative and quantitative data. However, due to the unforeseen circumstances described in the introduction to this chapter, the researcher transitioned to analyzing secondary data and the decision to use a path analysis was made due to the possibility of statistical relationships inferred from the data. Based on these inferred relationships, the research questions were changed to the following:

- Is there a relationship between socio economic diversity and institutional safety and the percentage of students who return after their freshman year?
- Is there a relationship between graduation rates and institutional safety?
- Is there a relationship between graduation rates and the percentage of students who return after their freshman year?

Based in the literature, the researcher decided that socio economic diversity, institutional safety, and the percentage of students who return after their freshman year would serve as independent variables (IVs) and graduation rates would serve as the dependent variable (DV). Please see Figure 1.9 for a graphic presentation of the IVs and DVs.

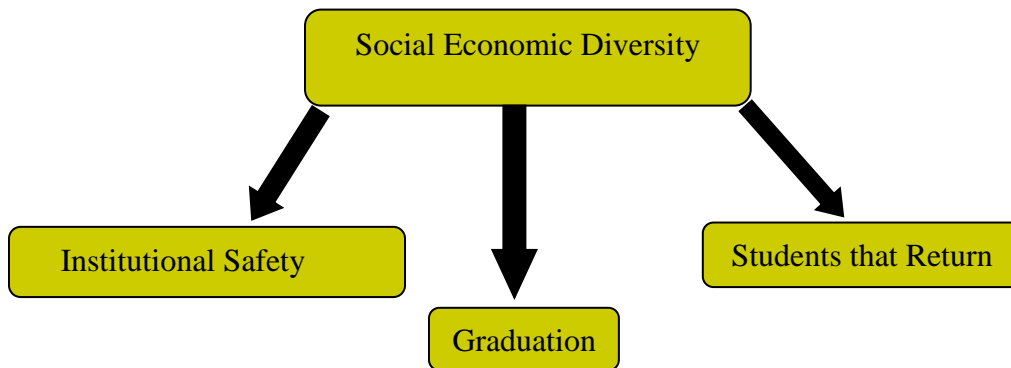


Figure 1.9. Revised Hypothesis after reviewing/charting the raw data set. The independent variable (Socio-Economic Diversity) and the dependent variables (Institutional Safety, Graduation rates, and students that return after freshman year) it influences.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter was to examine the results of relationships between socio-economic diversity and graduation rates, socio-economic diversity and institutional safety, and socio-economic diversity and percentage of students that return after freshman year.

The researcher hoped to determine the strength of each relationship and determine which variable had the greatest influence of the variables observed and analyzed. The researcher initially believed that socio-economic diversity would have the greatest correlation with graduation rates based on the secondary data collected and the literature supporting the idea (Cress & Sax, 1998; Institutional Responses to Diversity, 2005; College Results Online 2018). When institutions have a high percentage of socio-economic diversity, but do not have proper supports in place, student matriculation becomes an issue (Cress & Sax, 1998). Inferences drawn from the secondary data seemed to support the idea that institutions with higher percentages of socio-economic diversity would have lower percentage graduation rates. A second inference drawn from the secondary data seemed to support the idea that institutions with higher percentages of socio-economic diversity appeared to have a lower percentage of students that did not return after their freshman year. The same inference was drawn with regard to the relationship institutional safety and socio-economic diversity. The higher percentage socio-economic diversity, the less safe institutional campuses were. Therefore, socio-economic diversity seemed to have the greatest influence/relationship regarding graduation rates. A path analysis was performed using secondary data that depicted

socio-economic diversity, institutional safety, students returning after freshman year, and graduation rates. This type of analysis was chosen because the researcher needed to examine relationships between variables in a way that was sequential in nature.

This chapter has been organized into 3 sections. In the first section, the demographic characteristics and descriptive analysis of certain variables of the observed HBCUs and HWIs will be discussed. In the second section, the data analysis and interpretation of the results will be discussed. The last section will discuss the conclusions and summary.

Demographic Data

HBCU institutional profiles/descriptions of variables across all institutions: Data was collected from the National Center for Educational Statistics college navigator related site, College Results Online. Data was downloaded for 13 public HBCUs versus all 40 public historically black colleges and universities. In the initial stages of this research project, the researcher emailed every public HBCU and of the 40, only 20 responded with the process of securing IRB approvals to conduct research on their individual campuses. Of these 20 HBCUs, 15 responded with the necessary procedures to secure IRB approvals. One of the 15 HBCUs would not approve my IRB application and Of the 15 HBCUs one of the institution's representative for research projects vacated the position for reasons unknown and the communication between the new representative and researcher became stifled. The researcher secured 13 IRB approvals and this is where the initial focus was targeted regarding the proposed research study.

The HWIs observed and compared were also relative to the HBCUs in size. Each institution was observed on the variables; socio economic diversity, percentage of students that return after their freshman year, institutional safety, and graduation rates.

Table 1.1

Campus Safety Percentages Across all observed HBCUs/HWIs

College	Campus Safety
University of Montevallo	85%
Alabama A&M	66%
Auburn University at Montgomery	86%
Alabama State University	58%
Clayton State University	83%
Albany State University	79%
Savannah State University	53%
Georgia State University	53%
Mississippi University for Women	73%
Delta State University	88%
Alcorn State University	64%
Mississippi Valley State University	75%
University of Delaware	78%
Delaware State University	62%
University of Southern Mississippi	79%
Jackson State University	58%
Missouri Southern State University	87%
Missouri Western State University	95%
Lincoln University of Missouri	67%
Salisbury University	75%
University of Maryland-Baltimore County	93%
Morgan State	52%
University of Texas at Dallas	91%
Stephen F. Austin State University	75%
West Texas A&M University	95%
Texas A&M University-Commerce	88%
Tarleton State University	80%
The University of Texas at Tyler	84%
Angelo State University	95%
Texas A&M University-Corpus Christi	93%
Lamar University	76%
Prairie View A&M University	64%

Table 1.1 (Continued)

Texas A&M University-Kingsville	75%
Texas Southern University	57%
University of Houston-Downtown	88%
Citadel Military College of South Carolina	100%
Winthrop University	75%
Lander University	85%
University of South Carolina-Aiken	98%
University of South Carolina-Upstate	75%
Francis Marion University	81%
South Carolina University	66%
Tennessee Technical University	94%
University of Tennessee-Martin	98%
University of Tennessee-Chattanooga	84%
University of Memphis	64%
Tennessee State University	48%
East Tennessee State University	74%
Austin Peay State University	83%

Note. Institutions highlighted green received a C ranking (73% or below) in institutional safety (29%). Institutions highlighted yellow indicated HBCUs that received a C ranking in Institutional safety (24%).

Table 1.2

Socio Economic Diversity Percentages across all observed HBCUs/HWIs

College	Socio Economic Diversity
University of Montevallo	41%
Alabama A&M	72%
Auburn University at Montgomery	44%
Alabama State University	76%
Clayton State University	57%
Albany State University	73%
Savannah State University	75%
Georgia State University	53%
Mississippi University for Women	48%
Delta State University	43%
Alcorn State University	77%
Mississippi Valley State University	72%

Table 1.2 (Continued)

University of Delaware	14%
Delaware State University	51%
University of Southern Mississippi	49%
Jackson State University	66%
Missouri Southern State University	56%
Missouri Western State University	43%
Lincoln University of Missouri	50%
Salisbury University	23%
University of Maryland-Baltimore County	28%
Morgan State	62%
University of Texas at Dallas	34%
Stephen F. Austin State University	40%
West Texas A&M University	36%
Texas A&M University-Commerce	48%
Tarleton State University	40%
The University of Texas at Tyler	35%
Angelo State University	29%
Texas A&M University-Corpus Christi	40%
Lamar University	39%
Prairie View A&M University	65%
Texas A&M University-Kingsville	44%
Texas Southern University	65%
University of Houston-Downtown	45%
Citadel Military College of South Carolina	26%
Winthrop University	41%
Lander University	49%
University of South Carolina-Aiken	41%
University of South Carolina-Upstate	48%
Francis Marion University	57%
South Carolina University	75%
Tennessee Technical University	34%
University of Tennessee-Martin	49%
University of Tennessee-Chattanooga	35%
University of Memphis	47%
Tennessee State University	62%
East Tennessee State University	42%
Austin Peay State University	53%

Note. Institutions highlighted purple (4) of the 49 (8%) has at least (50%) of the students at this institution received an income based federal pell grant intended for low income students. Institutions highlighted green (5) of the 49 (10%) has over (60%) of students at this institution that received an income based federal pell grant. Institutions highlighted yellow (7) of the (49) (14%) has over (70%) of students at this institution that received an income based federal pell grant. HBCUs make up (88%) of all institutions compared in either category.

Table 1.3

Return after his/her freshman year percentages across all observed HBCUs/HWIs

College	Return after freshman year
University of Montevallo	85%
Alabama A&M	62%
Auburn University at Montgomery	65%
Alabama State University	58%
Clayton State University	68%
Albany State University	73%
Savannah State University	64%
Georgia State University	81%
Mississippi University for Women	72%
Delta State University	65%
Alcorn State University	76%
Mississippi Valley State University	63%
University of Delaware	91%
Delaware State University	71%
University of Southern Mississippi	73%
Jackson State University	78%
Missouri Southern State University	65%
Missouri Western State University	64%
Lincoln University of Missouri	53%
Salisbury University	82%
University of Maryland-Baltimore County	88%
Morgan State	75%
University of Texas at Dallas	87%
Stephen F. Austin State University	71%
West Texas A&M University	66%
Texas A&M University-Commerce	65%
Tarleton State University	70%
The University of Texas at Tyler	60%
Angelo State University	65%
Texas A&M University-Corpus Christi	57%
Lamar University	62%
Prairie View A&M University	68%
Texas A&M University-Kingsville	68%
Texas Southern University	52%
University of Houston-Downtown	66%
Citadel Military College of SC	86%
Winthrop University	77%
Lander University	69%
University of South Carolina-Aiken	69%
University of South Carolina-Upstate	71%
Francis Marion University	69%

Table 1.3 (Continued)

South Carolina University	60%
Tennessee Technical University	75%
University of Tennessee-Martin	73%
University of Tennessee-Chattanooga	71%
University of Memphis	78%
Tennessee State University	63%
East Tennessee State University	71%
Austin Peay State University	72%

Note. Institutions highlighted yellow indicates HBCU and the percentage of students who returned after his/her freshman year of college

Table 1.4

Graduation rate percentages across all observed HBCUs/HWIs

College	Graduation Rate
University of Montevallo	49.90%
Alabama A&M	27.50%
Auburn University at Montgomery	22.60%
Alabama State University	21.70%
Clayton State University	33.30%
Albany State University	30.70%
Savannah State University	27.50%
Georgia State University	26.40%
Mississippi University for Women	47.40%
Delta State University	34.90%
Alcorn State University	29.80%
Mississippi Valley State University	31.20%
University of Delaware	82.90%
Delaware State University	42.60%
University of Southern Mississippi	44.70%
Jackson State University	37.50%
Missouri Southern State University	30.40%
Missouri Western State University	29.50%
Lincoln University of Missouri	21.80%

Table 1.4 (Continued)

Salisbury University	68.60%
University of Maryland-Baltimore County	64.40%
Morgan State	32.30%
University of Texas at Dallas	67.50%
Stephen F. Austin State University	44.20%
West Texas A&M University	44.20%
Texas A&M University-Commerce	43.40%
Tarleton State University	43%
The University of Texas at Tyler	38.90%
Angelo State University	35.70%
Texas A&M University-Corpus Christi	34.50%
Lamar University	32.70%
Prairie View A&M University	31.30%
Texas A&M University-Kingsville	29.10%
Texas Southern University	17.30%
University of Houston-Downtown	15.90%
Citadel Military College of South Carolina	69.40%
Winthrop University	58.20%
Lander University	42.90%
University of South Carolina-Aiken	42.40%
University of South Carolina-Upstate	41.90%
Francis Marion University	40.20%
South Carolina University	38.50%
Tennessee Technical University	51.10%
University of Tennessee-Martin	50.00%
University of Tennessee-Chattanooga	44.30%
University of Memphis	41.80%
Tennessee State University	41.00%
East Tennessee State University	39.70%
Austin Peay State University	37.40%

Note. Institutions highlighted yellow indicate non-HBCUs with graduation rates below the national 6-year graduation average.

Institutions highlighted green indicated HBCUs with graduation rates below the national 6-year graduation average. Institutions

highlighted purple indicate non-HBCUs with 6 year graduation rates above the national average.

Data Analysis and presentation of the results

In observing the data collected for each of the 49 institutions, variables such as socio-economic diversity, institutional safety, percentage of students that return after their freshman year and graduation rates stood out with regards to possible relationships

among the 49 institutions observed for this research study. In reference to the raw data sets collected, as socio-economic diversity increased, institutional safety, percentage of students that returned after their freshman year seemed to decrease. Due to the decrease in the percentage of students who returned after their freshman year and institutional safety, socio-economic diversity seemed to have an indirect effect on graduation rates. As these observations seemed logical and theoretical, the researcher wanted to look at the relationships/correlations more closely to determine if there was indeed a relationship and if so, how strong was the relationship that existed. Therefore, a path analysis was chosen to analysis the data set to allow the researcher to determine these relationships on more than a linear level.

The variables were entered into the model and positioned in a way in which socio-economic diversity, institutional safety, and the percentage of students who return after freshman year all served as independent variables and graduation rates served as the dependent variable. A path analysis was performed to discover the relationships between independent variables and the dependent variable. In this section, the researcher will present the model that was run for path analysis and provide discussions for the model and interpretations of output data. The path analysis model will represent relationships between the independent variables: socio-economic diversity, percentage of students who return after freshman year and institutional safety with regards to their individual and collective effect on the dependent variable, graduation rates.

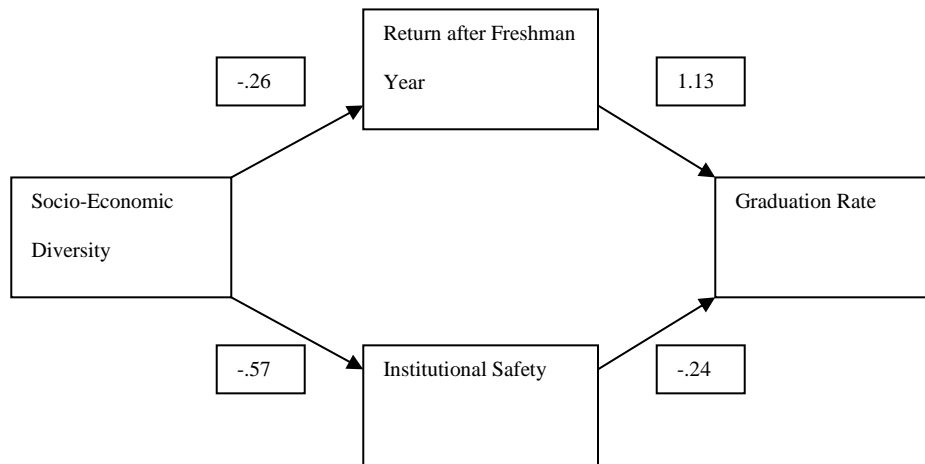


Figure 1.10. Path Analysis of Relationships among socio-economic diversity, percentage of students who return after freshman year, and institutional safety

Discussion: Socio-Economic diversity has a direct effect on the percentage of students that return after freshman year. A one percentage point increase in socio-economic diversity leads to -.26 ($p < .001$) percent point decrease in the percentage of students that return after freshman year. The magnitude of the relationship between socio-economic diversity and the percentage of students who return after freshman year indicates there is a weak relationship between the two variables. As the percentage of socio-economic diversity increases, the percentage of students who return after their freshman year decreases. Socio-Economic diversity has a direct effect on institutional safety. A one percentage point increase in socio-economic diversity leads to -.57 ($p < .001$) percent point decrease in institutional safety. The magnitude of coefficient between socio-economic diversity and institutional safety indicates that there is a moderate

relationship between the two variables. As the percentage of socio-economic diversity increases, the percentage of institutional safety decreases.

Socio economic diversity has an indirect effect on graduation rates through the percentage of students that return after freshman year. A one percentage point increase in socio-economic diversity leads to a $-.29$ ($p < .001$) percent point decrease in graduation rates through the percentage of students that return after freshman year. Socio-economic diversity has an indirect effect on graduation rates through institutional safety. A one percentage point increase in socio-economic diversity leads to a $.14$ ($p < .001$) percent point decrease in graduation rates through institutional safety.

To compare the importance of the independent variables in this multivariate model, the researcher also looked at the beta weight. By doing so, it was determined which variable was more or less important in accounting for variation in the dependent variable. Beta weight = $-.443$, $p < .001$ or as an increase of one standard deviation in socio-economic diversity produces a decrease of $-.443$ standard deviation in the percentage of students that return after freshman year (see table 1.5). Beta weight = $-.625$, $p < .001$ or as an increase of one standard deviation in socio-economic diversity produces a decrease of $-.625$ standard deviation in institutional safety . In other words, as socio- economic diversity increases, the percentage of students who return after their freshman year decreases and so it is with socio-economic diversity and institutional safety. As socio-economic diversity increases, institutional safety decreases. Beta weight = $.704$, $p < .001$ or as an increase of one standard deviation in students who return after their freshman year produces an increase of $.704$ standard deviation in graduation rate. Beta weight =

.237, $p < .001$ or as an increase of one standard deviation in institutional safety produces an increase of .237 standard deviation in graduation rates.

Table 1.5

Standardized Regression Weights

			Estimate
RAFY	<---	SED	-.443
InstSaf	<---	SED	-.625
GradRate	<---	RAFY	.704
GradRate	<---	InstSaf	.237

Note. Beta weight = -.443, $p < .001$ or as an increase of one standard deviation in socio-economic diversity produces a decrease of -.443 standard deviation in the percentage of students that return after freshman year (see table 1.5). Beta weight = -.625, $p < .001$ or as an increase of one standard deviation in socio-economic diversity produces a decrease of -.625 standard deviation in institutional safety

Institutional safety accounts for 39% of the explanation for graduation rates and the percentage of students who return after their freshman year account for 20% of the explanation for graduation rates. These two variables explain 65% of the graduation rates, with institutional safety explaining the majority of the graduation rates (see table 1.6). The researcher expected that socio-economic diversity would explain the greatest percentage of the graduation rates because of the noticeable effects inferred from the raw data sets in this study.

Table 1.6

Squared Multiple Correlations

	Estimate
InstSaf	.391
RAFY	.196
GradRate	.645

Note. Institutional safety accounts for 39% of the explanation for graduation rates and the percentage of students who return after their freshman year account for 20% of the explanation for graduation rates. These two variables explain 65% of the graduation rates, with institutional safety explaining the majority of the graduation rates.

In light of this new discovery, the researcher would now hypothesize that the students who enroll at an institution as freshmen, fail to matriculate through the institution because they feel unsafe while on campus, which in turn affects their ability to focus on academics and drastically affects graduation rates of that particular institution. These results also address the idea that while college students may face many other challenges while at an institution, institutional safety may serve as a deal breaker for students wishing to earn a college degree from a particular institution.

Initially, the researcher assumed that socio-economic diversity would explain a higher percentage of the graduation rates at all institutions observed. Before analyzing the data using path analysis, socio-economic diversity seemed to have the greatest influence on institutional safety and the percentage of students who return after their freshman year. Looking at the raw data, one could clearly see that over the majority of institutions observed in this study, as socio-economic diversity increased, institutional safety

decreased and as socio-economic diversity increased, the percentage of students who returned after their freshman year decreased. An examination of the raw data seemed to suggest that socio-economic diversity had a direct negative effect on graduation rates. Specifically, institutions that have a high diversity of students from different income levels, social backgrounds, racial backgrounds, and ethnic backgrounds were more likely than other institutions to experience decreases in enrollment each year and experience negative graduation rates.

However, after analyzing the data using a path analysis, it can be concluded that socio-economic diversity does not explain the greater percentage of graduation rates in all institutions observed in this study. Instead, institutional safety and the percentage of students who return after their freshman year explained 65% of the graduation rates in all institutions observed during this study. Initially the researcher inferred that institutions were experiencing low graduation rates because of the negative direct effect socio-economic diversity had on the percentage of students returning after their freshman year. However, this model has dispelled this belief and drew attention to, primarily, institutional safety among college campuses. One may conclude then, that the safer students feel while on college campuses, the more likely they are to matriculate through a program, which in turn means they are more likely to graduate.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the results, conclusions, and recommendations based on the analysis performed in the previous chapter.

Summary of the research

Data was collected for 49 college institutions from across the United States that included 13 HBCU's and 36 non-HBCUs related to 24 variables addressed in publicly available data obtained from the National Center for Educational Statistics college navigator related site, College Results Online. The correlations between the relationships of these variables were presented in Chapter Four. Examination of the raw data appeared to indicate that socio-economic diversity, institutional safety, the percentages of students who return after their freshman year, and graduation rates were the most salient.

Therefore, the research questions in this study addressed were:

1. Is there a relationship between graduation rates and socio-economic diversity?
2. Is there a relationship between graduation rates and institutional safety?
3. Is there a relationship between graduation rates and the percentage of students who return after their freshman year?

A path analysis was conducted based on an examination of the raw data and information drawn from the literature reviewed for this study. The researcher was able to determine that socio-economic diversity did not have a direct relationship with graduation rates as was initially believed. Instead, it was found that institutional safety accounted for 39% of the explanation for graduation rates and the percentage of students

who return after their freshman year account for 20% of the explanation for graduation rates. These two variables explain 65% of the graduation rates, with institutional safety explaining the majority of the graduation rates.

Interpretation of the data as it relates to the Literature

Kelderman (2012) stated that historically black colleges and universities have traditionally had lower graduation rates when compared to white institutions and after a thoroughly observation of the raw data, the researcher concluded that the HBCUs included in this study did indeed have lower graduation rates when compared to non-HBCUs. Of the 49 institutions observed, (41%) had graduations under (35%) and of the 49 institutions observed, HBCUs accounted for (50%) of the institutions that had graduation rates below (35%). Kelderman (2012) focused on the leadership of these institutions as the means to increasing graduation rates. While the literature indicates that leadership is a key component of the issue HBCUs are facing regarding graduation rates, the data explains other critical components that also contribute to the graduation rates at these institutions such as the percentage of student diversity, the percentage of freshman who return after freshman year, and their ratings of institutional safety of that institution.

Amey (2006) suggested that leaders should create atmospheres that are comfortable for faculty, staff, and students to be successful and productive. Again, the researcher agrees with Amey's suggestion, but after observing the data and using path analysis to look closely at relationships between variables that seemed to influence each other, Amey's suggestions are broad rather than specific. The idea of fostering a conducive atmosphere for the success of faculty, staff, and students encompasses a plethora of ideas as to what needs to be involved for it to be considered

comfortable/suitable. Specifically, referring to student outcomes, the data observed indicates that student diversity and institutional safety, and percentage of students who return after freshman year, specifically, are major contributors as to whether or not students view the atmosphere of an institution as conducive for success and productivity.

Langenberg & Spicer (2001) suggest that the connections between the teachers and the learners are the most important aspect of the institution. The researcher would argue that, while the relationships between the teachers and learners are indeed important, according to the analysis, these relationships are not what had the greatest influence on positive outcomes within this study. There are many facets to determining the success of an institution, but to say that teacher/learner relationships are the most important is not in agreement with the data analysis utilized for this research study.

Shultz, Colton, & Colten (2001) also suggest that faculty-student interactions are vital for student retention. Again, the researcher agrees to some extent that this suggestion is accurate, but this suggestion does not take into account the other facets that influence a student to matriculate through an institution. Institutional safety, the percentage of students who return after freshman year and the percentage of student diversity at these institutions are also critical to the idea of students even being able to develop interactions with faculty. Students may need to feel safe to even feel comfortable to develop these interactions.

Kelderman (2013) suggests that the way students relate culturally and the supportive atmosphere are still enticing for many who enroll at these HBCUs. While the researcher is supportive of this suggestion, the data clearly indicates that while this may be a reason why students enroll or choose not to enroll at these HBCUs, of course, it is

not the only reason. The data suggest that students are more concerned with the safety of the institution before deciding to enroll or return to matriculate through these institutions.

The researcher agrees with Rankin (2006) in that the way students view the climate of an institution will determine how involved they will be in their individual learning. Cress & Sax (1998) elaborate and support Rankin (2006) when they suggest that the views that students have about campus cultures and campus climate determine whether these institutions of higher learning will be able to recruit and retain new students each year. Considering the large percentage of graduation rates being explained by students who return after their freshman year and institutional safety, Rankin (2006) seemed to understand that students' perspective of all facets of the climate/atmosphere determines how successful students will be regarding matriculation towards graduation.

Stromei (2000) suggested that the process of mentoring may help keep students enrolled and while the researcher agrees with this suggestion to an extent, Stromei (2000) does not capture the whole picture with this suggestion. While the mentoring process has benefits, again, in order for students to even be a part of this process, they must feel supported, return to the institution and feel safe while there.

Lastly, Strange & Banning (2001) captures a better picture of what the data analysis spoke to when they suggest that campus safety may affect graduation rates in that students cannot focus on learning and becoming well-rounded individuals if they have to worry about their safety. The data suggested that safety explains the greater percentage of graduation rates, whether good or bad, so naturally, accounting for the data analysis and revisiting the raw data sets, it can be assume that institutions that have lower graduation rates probably struggle with institutional safety. This specific issue not only

affected graduation rates, but it can clearly be seen in the raw data sets that it also affects enrollment numbers.

Conclusion

After determining the relationship between the variables and discovering that institutional safety and the percentage of students returning after their freshman year explains 65% of the graduation rates, institution of higher learning could benefit from developing solutions that address these two issues. Obviously, other challenges are present among the institutions observed in this study but student safety should become the priority. Based on the analysis conducted, the inference can be made that students cannot focus on academics when safety is a concern and if safety is a concern, then students are more likely to transfer out from that particular institution, which affects that particular institution's student matriculation and graduation rates.

Recommendations for future research

Further research is recommend on this particular topic that references all 40 public historically black colleges and universities across the United States. This study only looked at 13. A more in-depth study with a larger sample size may provide greater attention to the role of the historically black colleges and universities in college success of African American students.

Another recommendation for further research should also look at the 64 private HBCUS compared to other HWIs within the same state relative in size. It would be interesting to determine if private HBCUs face some of the same challenges public HBCUs face when compared to HWIs of the same caliber within the same state and relative in size.

Limitations

This research study examined data from 49 institutions across the United States, 13 of which were public historically black colleges and universities. This study did not include all public historically black colleges nor did it include all non-historically black colleges within the same state and relative in size. Therefore, the sample size was low.

This research only looked at several of the variables collected for the 49 institutions as they related to the initial constructs discussed earlier in the research. Due to low sample size generalizations were not made considering all institutions.

Summary of the chapter

Based on the research conducted in this study, it can be concluded that institutional safety and the percentage of students who return after their freshman year explain 65% of the graduation rates for all institutions observed. The results have revealed that while socio-economic diversity must be addressed and properly supported amongst our institutions of higher learning, institutional safety explains the greatest percentage of graduation rates for all institutions observed in this study.

APPENDIX A

FORM O-4

Form O-4

Name of person described: _____

Group code (if any): _____

LEADERSHIP ORIENTATIONS (OTHER)¹

This questionnaire asks you to describe the person that you are rating in terms of leadership and management style.

I. Leader Behaviors

You are asked to indicate *how often* each item is true of the person that you are rating.

Please use the following scale in answering each item.

1	2	3	4	5
Never		Sometimes		Always
	Occasionally		Often	

So, you would answer '1' for an item that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

Be discriminating! The results will be more helpful to the ratee if you think about each item and distinguish the things that the ratee really does all the time from the things that s/he does seldom or never.

1. _____ *Thinks very clearly and logically.*
2. _____ *Shows high levels of support and concern for others.*
3. _____ *Shows exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspires others to do their best.*

¹8 1990, Lee G. Bolman and Terrence E. Deal

5. _____ *Strongly emphasizes careful planning and clear time lines.*
6. _____ *Builds trust through open and collaborative relationships.*
7. _____ *Is a very skillful and shrewd negotiator.*
8. _____ *Is highly charismatic.*
9. _____ *Approaches problems through logical analysis and careful thinking.*
10. _____ *Shows high sensitivity and concern for others' needs and feelings.*
11. _____ *Is unusually persuasive and influential.*
12. _____ *Is an inspiration to others.*
13. _____ *Develops and implements clear, logical policies and procedures.*
14. _____ *Fosters high levels of participation and involvement in decisions.*
15. _____ *Anticipates and deals adroitly with organizational conflict.*
16. _____ *Is highly imaginative and creative.*
17. _____ *Approaches problems with facts and logic.*
18. _____ *Is consistently helpful and responsive to others.*
19. _____ *Is very effective in getting support from people with influence and power.*
20. _____ *Communicates a strong and challenging vision and sense of mission.*
21. _____ *Sets specific, measurable goals and holds people accountable for results.*
22. _____ *Listens well and is unusually receptive to other people's ideas and input.*
23. _____ *Is politically very sensitive and skillful.*
24. _____ *Sees beyond current realities to create exciting new opportunities.*
25. _____ *Has extraordinary attention to detail.*
26. _____ *Gives personal recognition for work well done.*

- 27. _____ *Develops alliances to build a strong base of support.*
- 28. _____ *Generates loyalty and enthusiasm.*
- 29. _____ *Strongly believes in clear structure and a chain of command.*
- 30. _____ *Is a highly participative manager.*
- 31. _____ *Succeeds in the face of conflict and opposition.*
- 32. _____ *Serves as an influential model of organizational aspirations and values.*

APPENDIX B

2006 COA MENTORS

1. Using the following scale: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), or Strongly agree (SA), please read each statement and identify the extent to which you agree by placing an X in the corresponding box.

Perceptions of Mentoring	SD	D	N	A	SA
Mentoring is a systematic process.					
Mentoring is a skill that requires training.					
Mentoring is the same as academic advising.					
Mentors that are chosen are more effective than assigned mentors.					
Mentoring is a casual, laid back process of giving advice.					
Mentors should be active not passive.					
The best mentors are directive in the process.					
The protégé' should lead the mentoring process.					
Mentors have a greater intellectual status than protégé's					
Mentoring is a relationship between an older, more experienced person and younger, inexperienced person.					
Mentors play many roles.					
Mentoring consists of frequent informal conferences.					
Mentoring is based on friendship.					
Mentoring is a socialization process.					
A mentor assists the protégé' in developing a sense of professional identity.					
A mentor is a role-specific model in the discipline.					
A mentor serves as an advocate for the protégé'.					
Mentoring involves counseling a protégé'.					
A mentor is an information source.					
Mentors demonstrate exemplary job skills					
A mentor demonstrates strategies for accomplishing goals.					
A mentor observes protégé' performance.					
Mentoring is a process involving an exchange of information.					
Mentoring is career development assistance.					
A mentor serves as a sponsor to protégé'.					

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